DOCUMENT RESUME

ED 154 512 EA 010 612

TITLE	Governor's Conference on Education (Frankfort, Kentucky, October 4-7, 1977). Subcommittee Reports and Recommendations.
INSTITUTION	Governor's Task Force on Education, Frankfort, Ky.
PUB DATE	Oct 77
NOTE	412p.; Not available in paper copy due to marginal legibility of parts of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Committees; *Conference Reports; Early Childhood Education; Educational Administration; Educational Finance; *Educational Improvement; *Educational Needs; Educational Objectives; *Educational Planning; Educational Policy; Educational Programs; Elementary Secondary Education; *Governance; Post Secondary Education; *State Government
IDENTIFIERS	*Kentucky

ABSTRACT

The 33 subcommittee reports and recommendations contained in this volume represent the results of the Governor's Task Force on Education's examination of the state of education in Kentucky. Reports cover such topics as school administrators' concerns; auxiliary services; baccalaureate, masters, and doctoral degrees; community colleges; conservation of energy; curriculum; instructional materials and personnel; early childhood development; education for exceptional children; education by television; financing and fiscal accountability; educational goals; programs; inservice training; teachers' concerns; noncertified personnel; nonpublic schools; parent education; public relations; student behavior and concerns; program accountability; and vocational education. These reports and recommendations are meant to be used in the formation of Kentucky's first comprehensive plan for improving all levels of education, from kindergarten through graduate school (Author)

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Governor's Task Force

1977 2002

Education is the Future

U.S. DEPARTMENT OF HEALTH,
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ON
EDUCATION

OCTOBER 4-7, 1977

EA 010 612

GOVERNOR'S TASK FORCE ON EDUCATION/FORT BOONE PLAZA/FRANKFORT, KENTUCKY 40601

OFFICE OF THE GOVERNOR
FRANKFORT, KENTUCKY 40601

JULIAN M. CARROLL
GOVERNOR

October 4, 1977

Welcome to the Governor's Conference on Education:

I am deeply appreciative of the time you already have taken from your busy lives, and the time that your presence here indicates you are willing to continue to take, to make this conference a success. Without such willingness on the part of so many of our leading citizens, state government would be very limited in what it could accomplish for the betterment of our beloved Commonwealth.

I know of no project that represents a greater investment in the future of Kentucky than that in which you are engaged here. As I have said repeatedly over the past several months, I expect nothing less from this conference -- and the exhaustive work that has preceded it and which is yet to come -- than Kentucky's first comprehensive plan for improving all levels of Kentucky education, from kindergarten through graduate school.

The overall project is a tremendous one. The potential benefit, however, makes all the effort worthwhile. Indeed, the opportunity presented here to make a lasting contribution to a higher level of educational competency for generations to come is so great as to leave us no choice but to give our all. Because there is no assurance that we will be given such a chance again, it is imperative that we succeed now.

Please accept my personal thanks for your efforts so far. I urge you not to let up now. Working together, there is no limit to what we can do.

Sincerely,

Julian M. Carroll

Julian M. Carroll

GOVERNOR'S CONFERENCE ON EDUCATION
OCTOBER 4 - 7, 1977
BLUEGRASS CONVENTION CENTER

TUESDAY - OCTOBER 4, 1977

1:00 p.m. to 6:00 p.m.	REGISTRATION (open thru Noon, Oct. 6) BLUEGRASS CONVENTION CENTER LOBBY	
6:00 p.m.	HOSPITALITY HOUR BELLE HALL	
7:30 p.m.	BANQUET BELLE HALL	
	INTRODUCTION	Governor Julian M. Carroll Commonwealth of Kentucky
	Keynote Address	Lt. Governor William Phelps State of Missouri
	"Progress in Education Through Cooperation"	

WEDNESDAY - OCTOBER 5, 1977

8:30 a.m.	CONCURRENT SUBCOMMITTEES	ROOM
	Auxiliary Services	Island Queen & Idlewild
	Bacculaureate	Majestic & New Orleans
	Financing Education	Grand Republic
	Goals of Education	Cincinnati
	Governance	Delta Queen
	Non Certified Personnel	Eclipse
10:00 a.m.	COFFEE BREAK	
12:00 Noon	LUNCH - on your own	
1:00 p.m.	CONCURRENT SUBCOMMITTEES	ROOM
	Curriculum	Delta Queen
	Early Childhood Education	Island Queen & Idlewild
	Expenditures for Education	Grand Republic
	Instructional Materials	Eclipse
	Master's Degree	Majestic & New Orleans
	Transferability of College Credits	Cincinnati
3:00 p.m.	COFFEE BREAK	
3:30 p.m.	Administrator's Concerns	Majestic & New Orleans
	Doctoral Degree	Island Queen & Idlewild
	Fiscal Accountability	Grand Republic
	Innovative Programs	Cincinnati
	Public Relations & Public Understanding	Eclipse
	Vocational Education	Delta Queen
5:30 p.m.	DINNER - on your own	
7:30 p.m.	Inservice Training	Delta Queen
	Instructional Personnel	Majestic & New Orleans
	Postsecondary Education	Island Queen & Idlewild
	Program Accountability	Grand Republic
	Student Behavior	Cincinnati
	Teachers Concerns	Eclipse

THURSDAY - OCTOBER 6, 1977

8:30 a.m.	CONCURRENT SUBCOMMITTEES	ROOM
	Community Colleges	Island Queen & Idlewild
	Exceptional Children	Cincinnati
	Nonpublic Schools	Delta Queen
	Parent Education	Majestic & New Orleans
	Roll Back Law	Grand Republic
10:00 a.m.	COFFEE BREAK	
12:00 Noon	LUNCH - on your own	
1:00 p.m.	CONCURRENT SUBCOMMITTEES	ROOM
	Conservation of Energy	Island Queen & Idlewild
	Education by Television	Delta Queen
	Statute Revision	Grand Republic
	Student Concerns	Majestic & New Orleans
3:00 p.m.	COFFEE BREAK	
6:00 p.m.	HOSPITALITY HOUR BELLE HALL	
7:30 p.m.	BANQUET BELLE HALL	
	INTRODUCTION	Governor Julian M. Carroll Commonwealth of Kentucky
	KEYNOTE ADDRESS	
	"Citizens Concerns for Quality Education"	Dr. Tom Minter, Deputy Commissioner U.S. Office of Education

FRIDAY - OCTOBER 7, 1977

8:30 p.m.	GENERAL SESSION OVERVIEW	BELLE HALL Mr. Don W. Stephens Executive Director Task Force on Education
8:50 p.m.	CONFERENCE RECOMMENDATIONS Subcommittee Review	
11:30 a.m.	CLOSE	Governor Julian M. Carroll Commonwealth of Kentucky

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TABLE OF CONTENTS

CONFERENCE PROGRAM i

SUBCOMMITTEE CHAIRMEN AND MEMBERS v

SUBCOMMITTEE REPORTS AND RECOMMENDATIONS

Administrators' Concerns 1
Auxiliary Services 3

Baccalaureate Degree 9

Community Colleges 19
Conservation of Energy 27
Curriculum 49

Doctoral Degree 69

Early Childhood Development 81
Education by Television 105
Education for Exceptional Children 115
Expenditures for Education 123

Financing Education 127
Fiscal Accountability 131

Goals of Education 133
Governance 135

Innovative Programs 143
Inservice Training 163
Instructional Materials 171
Instructional Personnel 179

Master's Degree 195

Noncertified Personnel 197
Nonpublic Schools 203

Parent Education 227
Postsecondary Education 247
Program Accountability 251
Public Relations and Public Understanding 257

Roll Back Law 265

Statute Revision 273
Student Behavior 321
Students' Concerns and Recommendations 337

Teachers' Concerns 347
Transferability of College Credits 353

Vocational Education 355

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Administrators' Concerns

It is recommended that:

1. ADMINISTRATIVE UNITS NOT BE INCLUDED IN THE ASIS ALLOTMENT.

2. ONE UNIT BE PROVIDED FOR THE POSITION OF SCHOOL SUPERINTENDENT.

3. ALL OTHER ADMINISTRATIVE UNITS BE ALLOCATED ON THE BASIS OF TOTAL PUPIL ENROLLMENT IN THE SCHOOL DISTRICTS. FOR EXAMPLE: EACH DISTRICT WOULD RECEIVE A BASIC ALLOTMENT OF THREE ADMINISTRATIVE UNITS FOR THE FIRST FIVE HUNDRED PUPIL ENROLLMENT. FOR EACH ADDITIONAL FOUR HUNDRED STUDENTS ENROLLED, A DISTRICT WOULD RECEIVE AN ADDITIONAL ADMINISTRATIVE UNIT.

   In the Kentucky Minimum Foundation Program Law, specific administrative units are provided for Supervisor of Instruction and Directors of Pupil Personnel. The number of administrative units alloted in each category is determined by the number of basic, vocational and exceptional children units alloted to each school district. No other administrative units are provided for by the law. Consequently, all administrative units must be provided for under the Administrative and Special Instructional Services (ASIS) Units. Since at least thirty administrative and special teachers' positions may be classified as ASIS Units, the Subcommittee on Administrators' Concerns feels administrative positions should be removed from this unit cateogry. The subcommittee believes this is justified because the ASIS units will normally be used to provide administrative positions first. If any of the ASIS units remain after the filling of administrative positions, the units will be used for special teachers. In small school districts this means that few, if any, units remain for special instructional services. Consequently, it seems that the original intent of the ASIS unit is being defeated.

4. CLASS SIZE SHOULD BE LOWERED. TWENTY STUDENTS IN KINDERGARTEN AND FIRST GRADE, 22 IN THE SECOND AND THIRD GRADE, 25 IN FOURTH THROUGH SIXTH GRADE, AND 26 IN SEVENTH GRADE AND ABOVE.

5. CALCULATIONS FOR FUNDING SHOULD UTILIZE THE FIGURES IN RECOMMENDATION FOUR AS THE BASIS FOR FIGURING UNITS UNDER THE FOUNDATION PROGRAM.

6. FOR QUALITY EDUCATION, ADDITIONAL FUNDING SHOULD BE AVAILABLE FOR ADVANCED ACADEMIC AREAS SUCH AS PHYSICS, CHEMISTRY, ADVANCED MATH, FOREIGN LANGUAGE, ETC.

Federal and state program mandates have placed more emphasis on exceptional, compensatory and vocational programs in the past several years. The subcommittee realizes that those programs are very important. The subcommittee feels that with that emphasis it is necessary to guard against the possibility of not considering adequately the needs of average and above average students who are not participating in the specially mandated programs.

7. THE BONUS UNIT BE REINSTATED FOR VOCATIONAL EDUCATION AND EXCEPTIONAL CHILDREN UNITS IN THE ALLOCATION FORMULA OF THE MINIMUM FOUNDATION PROGRAM.

   Units allocated through 1974 for vocational and exceptional children were bonus units. Those units presently are calculated by deducting the vocational and exceptional average daily attendance before calculating basic units. The subcommittee feels that this method of calculating units is unfair, since those who received units prior to 1974 get more funds per unit than those who received them after 1974. This practice is not allowing for equal opportunity.

8. POWER EQUALIZATION SHOULD BE INCREASED 5¢ PER YEAR FOR THE NEXT FOUR YEARS SO THAT THE AMOUNT WILL BE 50¢ by 1980-81. SCHOOL BOARDS SHOULD BE ALLOWED TO RAISE TAXES 5¢ PER YEAR, IF NEEDED, TO PARTICIPATE FULLY IN THE EQUALIZATION PROGRAM.

9. LOCAL SCHOOL BOARDS BE ALLOWED TO USE UP TO 75% OF THE SURPLUS MONEY FROM THE FOUNDATION PROGRAM TO BE PART OF THE POWER EQUALIZATION. SCHOOL DISTRICTS THAT ARE UNABLE TO GENERATE ADDITIONAL FUNDS COULD STILL PARTICIPATE IN THE POWER EQUALIZATION PROGRAM.

10. THE DEPARTMENT OF EDUCATION AND/OR EDUCATORS BE ALLOWED TO STUDY RESEARCH AND DEVELOP THEIR OWN ACCOUNTABILITY AND PROFESSIONAL IMPROVEMENT PLANS.

11. THE DEPARTMENT OF EDUCATION ENCOURAGES EDUCATIONAL INSTITUTIONS TO DEVELOP COURSES DEALING WITH THE EVALUATION OF ADMINISTRATORS, TEACHERS, AND ACCOUNTABILITY.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Auxiliary Services

The Subcommittee was charged with developing recommendations to improve the effectiveness and efficiency of the delivery of auxiliary services. Auxiliary services were delimited to those delivered by counselors, social workers, health coordinators, phychometrists, and psychologists.

These recommendations were developed by the Subcommittee following extensive deliberations. Past studies, the Task Force Staff's recommendations, and the Administrators', Teachers', and Students' concerns survey were reviewed. Hearings were conducted with all specialists represented in auxiliary services: counselors, social workers, health coordinators, psychometrists, and psychologists. Additionally, interviews were conducted with related specialists in public agencies and private practices. Also, advice was elicited from financial and legislative consultants, and the entire Task Force Staff.

Recommendations

1. EXPAND AUXILIARY SERVICE STAFFS (WITH PRIORITY ON INCREASING ELEMENTARY SCHOOL COUNSELORS). RESEARCH AND TESTIMONY DOCUMENT THIS AS THE MOST CRITICAL NEED.

2. IMPROVE PLANNING AND COORDINATION OF EXISTING AUXILIARY SERVICES. THE NEED FOR IMPROVING PLANNING AND COORDINATION OF SERVICES DELIVERY BY SCHOOLS AND RELEVANT AGENCIES WAS INDICATED IN THE TESTIMONY.

3. RETRAIN EXISTING STAFF (WITH PRIORITY ON GROUP PROCESSES, CONSULTING SKILLS, AND RESOURCE COORDINATION). RESEARCH AND TESTIMONY DOCUMENT THE NEED FOR RETRAINING MANY EXISTING STAFFS IN SKILLS ESSENTIAL TO MEET THE CHANGING AND INTENSIFYING NEEDS OF STUDENTS, PARENTS, TEACHERS, AND ADMINISTRATORS.

4. ASSESS COMPUTER POTENTIAL FOR PLANNING AND ASSISTANCE IN DELIVERING SERVICES. TESTIMONY REVEALED THAT COMPUTERS PROGRAMMED WITH DECISION-MAKING SYSTEMS CAN ASSIST IN: ASSESSING NEEDS FOR AUXILIARY SERVICES, AND ANALYZING THE ASSESSED NEEDS FOR PLANNING, COORDINATION, TRAINING, EXPANSION, AND PROJECTION OF NEEDS IN THE INTERMEDIATE FUTURE.

5. THAT ADMINISTRATORS REASSESS THE WORKING CONDITIONS OF STAFFS. RESEARCH AND TESTIMONY DOCUMENT THE NEED FOR ADMINISTRATORS TO REASSESS AND TRY TO INSURE THAT THE WORKING CONDITIONS FULLY UTILIZE THE PROFESSIONAL SKILLS OF AUXILIARY SERVICES STAFFS TO MEET THE INTENSIFYING NEEDS OF STUDENTS, PARENTS, AND TEACHERS.

6. REPLAN ON FIVE-YEAR CYCLES. IT WAS THE CONCENSUS OF THE SUBCOMMITTEE THAT COMPREHENSIVE PLANNING FOR THE TWENTY-FIRST CENTURY WAS AN IMPOSSIBLE TASK. WITH SOCIETAL, ECONOMIC, AND ENVIRONMENTAL CHANGE ACCELERATING ANNUALLY, AT THE MOST, PLANNING FOR THE FUTURE SHOULD BE CONDUCTED IN FIVE-YEAR CYCLES.

Option I.

Increase the ratio of ASIS units from 1 to 8 to 1 to 6 and utilize substantial portion of new units generated in auxiliary services.

Option II.

Remove certain administrators; e.g., superintendents and principals from ASIS category and utilize the ASIS units that are released in auxiliary services; or

Option III.

Remove certain special teacher; e.g., art, physical education, music, industrial arts teachers, from ASIS units and utilize ASIS units that are released in auxiliary services. This would require redefining the number of students per teacher so as to provide such special teachers in the basic allotment.

In either case, additional information program units would be generated and the major portion of such units would be earmarked for auxiliary services.

Rationale

The primary rationale for the recommendations is that it is more economically efficient to invest in auxiliary services which will significantly help develop productive citizens than to continue to produce revenue consumers who are ill-prepared to make meaningful contributions to society. The priority concern in Kentucky was "Develop programs to decrease droupouts, drug abuse, vandalism, delinquency, etc. . ." Last year, vandalism and burglaries alone cost the nation's schools $600,000,000. Further, Kentucky's dropout rate was one of the higest in the nation. Even small rural schools are plagued with problems of drug abuse. The tragic loss of human potential compounded by the financial waste of possibly millions of dollars can no longer be afforded by Kentuckians. To reduce this waste, investments must be made in auxiliary services which improve attendance, prevent dropouts, vandalism, delinquency, and improve achievement.

GOVERNOR'S TASK FORCE ON EDUCATION
Subcommittee on Auxiliary Services

Recommendations with Relevance to Other Subcommittees

RELEVANT SUBCOMMITTEES	PROBLEM	RECOMMENDATIONS
Early Childhood Development/ Parent Education	Failure to provide appropriate preschool experiences for many youngsters throughout the state.	Expand auxiliary services to provide preschool students with opportunities for developing greater self-esteem and improved attitudes toward learning. Improve staffing in order to provide appropriate screening procedures in the identification of physical and nutritional deficiencies. Provide personnel (i.e., elementary counselors) who can work effectively with parents to facilitate school adjustment for the preschool child.
Instructional Personnel	Insufficient personnel to provide every student with opportunities for developmental guidance experiences K-12.	Expand existing staffing of elementary counselor personnel to assure counseling services in each of the elementary schools in the state. Provide sufficient personnel to ensure the development and implementation of sequential guidance activities at all grade levels.
Student Behavior	Failure to utilize relevant information relating to human behavior and motivation in the area of school discipline and student behavior.	Provide classroom teachers with appropriate pre-service and in-service experiences in the area of classroom discipline. Expand services available to teachers from auxiliary personnel who have knowledge and training in the area of student motivation and classroom discipline.

RELEVANT SUBCOMMITTEES	PROBLEM	RECOMMENDATIONS
		Improve the accessibility of human behavior specialists (i.e., counselors, social workers, etc.) who can offer consultative and support services to teachers in dealing with classroom management problems. Provide incentives (i.e., planning/release time) for teachers willing to become involved in experimental programs or projects designed to improve student motivation and/or attitudes and behavior.
Inservice Training	Lack of appropriate pre-service and in-service training programs for teachers which encourage them to prepare their skills and	More attention given to assuring that individual school districts have auxiliary personnel who have the necessary expertise to assess training needs and provide appropriate in-service experiences. Provide incentives (i.e., partial tuition costs) for teachers who choose to pursue advanced study in their chosen area.
Vocational Education/ Community Colleges/ Student Behavior	Insufficient opportunities for students to acquire relevant information and experiences which prepare them for making wise career choices.	Improve coordination/communication between school and community in order to provide career exploration experiences for students. Expand informational services to provide students with relevant occupational and socio-personal materials. Provide trained personnel to administer and interpret assessment instruments which aid students in self-understanding and decision-making.
Education for Exceptional Children	Lack of appropriately trained personnel to provide for the identification and placement of exceptional children in the school program.	Provide staffing which is sufficient to assure that all children are re-evaluated periodically and that placement in special programs remains appropriate for each child. Provide sufficent auxiliary personnel (i.e., counselors, social workers) who can coordinate the utilization of existing community resources to the advantage of the exceptional child.

RELEVANT SUBCOMMITTEE	PROBLEM	RECOMMENDATIONS
		Expand resources and auxiliary staff to provide parents with appropriate information and consultation for understanding specific exceptionalities.
Parent Education	Few educational programs which provide parents with the necessary information and skills for becoming effective in their parenting roles.	Increased use of auxiliary personnel to encourage improved coordination between home and school since they represent the two major influences in the life of the child. Provide opportunities for parents to develop skills in child management and responsibility training in the home through parent education groups. Encourage parents to recognize the importance of their own behaviors upon the development of the child through parent education experiences provided by trained auxiliary personnel.
Public Relations and Public Understanding/ Parent Education	Inadequate attention to use of community volunteers and paraprofessional in providing services to students.	Recognize that community volunteers and paraprofessional can made a valuable contribution in reducing the ratio of students to adults within the school. Actively recruit volunteers and paraprofessional aids in an effort to personalize classroom experiences for students. Encourage volunteer programs as an effective means of soliciting community support for other school programs.
Student Behavior	Inadequate personnel to deal with causes and prevention of vandalism drug abuse and delinquency among school youth.	Provide sufficient resources and auxiliary personnel to establish preventative programs at elementary level when attitudes are being developed rather than at junior high or high school when acting out behaviors occur. Provide adequate auxiliary personnel to develop amd implement sequential programs which prepare students to deal with moral dilemmas and ethical concerns.

RELEVANT SUBCOMMITTEE	PROBLEM	RECOMMENDATIONS
Curriculum	Failure to provice a curriculum which offers meaningful experiences to all students regardles of academic aptitude.	Encourage greater utilization of data fomm interest assessments to assure appropriate consideration in curriculum development. Provide a wider variety of community based career exploration experiences. Provide increased attention to elementary students who exhibit patterns of academic weakness/difficulty.
Administrators' Concerns	Dropout rate which reflects an inability of some students to find relevance in the school program(s).	Strengthen guidance programs at the elementary level which aids in the development of self-esteem and positive attitudes toward learning. Promote teacher understanding/acceptance of the academically unsuccessful student through in-service training procedures. Emphasize "survival skills" at the elementary level to establish relevance of the curriculum to the needs of the academically weak student.
Public Relations and Public Understanding	Inability of schools to communicate needs to public and to gain support for necessary programs.	Clarify the role of the school and what it can reasonably contribute toward the total development of the child. Provide the public with more information at the local level to prevent misunderstandings which occur as a result of their lacking sufficient knowledge of the schools' programs. Emphasize the development of community education programs (counseling services, parent education, etc.) to make schools more accessible to the general public.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Baccalaureate Degree

We, the members of the Governor's Task Force on Education Subcommittee on Baccalaureate Degree, recommend:

1. THAT THE STATE OF KENTUCKY CONTINUE TO PROVIDE QUALITY BACCALAUREATE DEGREE PROGRAMS FOR EVERY CITIZEN WHO HAS THE ABILITY AND DESIRE TO ATTEMPT THEM.

2. THAT EACH STATE INSTITUTION CONTINUE TO PROVIDE A NUMBER OF QUALITY BACCALAUREATE DEGREE PROGRAMS, SOME OF WHICH IT DETERMINES BY THE UNIQUE NEEDS AND CHARACTERISTICS OF ITS REGION. WE FURTHER RECOMMEND THAT NO ONE UNIVERSITY IN THE STATE SERVE ALL STUDENTS IN THE STATE SINCE IT IS GEOGRAPHICALLY AND ECONOMICALLY UNREALISTIC; HOWEVER, ATTEMPTS SHOULD BE MADE TO AVOID UNNECESSARY DUPLICATION OF PROGRAMS WITH SMALL DEMANDS WHICH REQUIRE GREAT COSTS FOR EQUIPMENT AND HIGHLY SPECIALIZED STAFF.

3. THAT EACH INSTITUTION ASSURE THAT EACH OF ITS GRADUATES ACQUIRE THE COMPETENCIES APPROPRIATE TO FUNCTION EFFECTIVELY AS A CITIZEN AND PROFESSIONAL. THESE COMPETENCIES MAY INCLUDE BUT NOT BE LIMITED TO:

    A. THE POSSESSION OF SKILLS NECESSARY TO PARTICIPATE EFFECTIVELY IN SOCIETY: VERBAL AND NON-VERBAL COMMUNICATION, READING, WRITING, SPEAKING, LISTENING; AND CALCULATING.

    B. THE INTELLECTUAL SKILL TO IDENTIFY A PROBLEM, GATHER INFORMATION, DEVELOP ALTERNATIVES/SOLUTIONS AND REACH CONCLUSIONS.

    C. THE ABILITY TO FORMULATE JUDGMENTS WITHIN HIS/HER PERSONAL AND CULTURAL VALUE SYSTEM, ANALYZE THE SITUATION, AND MAKE RESPONSIBLE MORAL DECISIONS AND SET REALISTIC LIFE GOALS.

    D. THE DEVELOPMENT OF AN UNDERSTANDING OF FREEDOM AS THE ESSENCE OF EDUCATION FOR THE CONTEMPORARY WORLD; AND THE ACCEPTANCE OF RESPONSIBILITY FOR SELF AND TO OTHERS IN A CHANGING SOCIETY.

    E. AN EDUCATED RESPONSIVENESS TO THE ARTS AND HUMANITIES AS A MEANS OF CONTINUING ONE'S LIFELONG LEARNING AND ENJOYMENT.

    F. THE ABILITY TO RELATE FUNDAMENTAL KNOWLEDGE AND SKILLS WITH PROFESSIONAL APPLICATION.

4. THAT THE STATE UNIVERSITIES SHOULD REMAIN LOW TUITION INSTITUTIONS WITH SUFFICIENT SCHOLARSHIPS, LOANS, AND WORK PROGRAMS TO INSURE EQUAL EDUCATIONAL OPPORTUNITY.

5. THAT ALL INSTITUTIONS OF HIGHER EDUCATION IN KENTUCKY PROVIDE CAREER PLANNING FOR ALL STUDENTS IN THEIR CHOSEN FIELDS OF STUDY. WE FURTHER RECOMMEND THAT EACH INSTITUTION PROVIDE MAXIMUM OPPORTUNITIES FOR STUDENTS TO BUILD ON THEORY THROUGH FIELD-BASED EXPERIENCES.

6. THAT THE AVERAGE FACULTY SALARY AT KENTUCKY INSTITUTIONS BE AT A LEVEL COMPARABLE TO THAT OF BENCHMARK INSTITUTIONS IN NEIGHBORING STATES AS DESIGNATED BY THE COUNCIL ON HIGHER EDUCATION.

7. THAT EACH INSTITUTION BE CHARGED WITH THE RESPONSIBILITY FOR SUBMITTING TO THE COUNCIL ON HIGHER EDUCATION ITS PLAN FOR FACILITATING IMPROVED FACULTY EFFECTIVENESS. THE PLAN WOULD BE EVALUATED AND FUNDS GRANTED FOR ITS IMPLEMENTATION.

8. THAT EACH UNIVERSITY BE REQUIRED PERIODICALLY TO SUBMIT TO THE COUNCIL A SYSTEMATIC PLAN FOR CONTINUAL REVIEW, ASSESSMENT, AND NEEDED REVISION OF BACCALAUREATE DEGREE PROGRAMS. WE FURTHER RECOMMEND THAT THIS PLAN SHOULD INCLUDE THE MECHANISM FOR INVOLVING FACULTY, ADMINISTRATORS, STUDENTS, AND OTHER CITIZENS IN THE ASSESSMENT PROCESS; IT SHOULD DESCRIBE THE PROCESS FOR RELATING THE RESULTS OF THE PROGRAM TO THE STATED PLAN AND INSTITUTIONAL GOALS AND OBJECTIVES. THE COUNCIL ON HIGHER EDUCATION SHOULD BE RESPONSIBLE FOR RECEIVING, COORDINATING, AND DISSEMINATING THESE REPORTS.

9. THAT FUNDS BE ALLOCATED TO PROVIDE GRANTS TO OUR INSTITUTIONS FOR RESEARCH LEADING TO THE IMPROVEMENT OF THE QUALITY OF THE BACCALAUREATE DEGREE PROGRAMS.

10. THAT THE KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION REQUIRE EVIDENCE OF A MINIMUM OF EIGHT WEEKS OF FULL-TIME STUDENT TEACHING FOR EACH CERTIFICATE GRANTED TO TEACHER EDUCATION GRADUATES; HOPEFULLY, THE FULL-TIME PERIOD IN THE CLASSROOM WILL BE EVENTUALLY INCREASED TO A SEMESTER. IN ALL FIELD EXPERIENCES, PARTICULAR EMPHASIS SHOULD BE PLACED ON:

    A. DEVELOPING TECHNIQUES IN CLASSROOM MANAGEMENT.

    B. IMPROVING COMMUNICATION SKILLS.

    C. PROVIDING BASIC COUNSELING SKILLS.

We, the members of the Governor's Task Force on Education Subcommittee on Baccalaureate Degree, wish to commend the Governor for his commitment to quality education and his desire to develop a complete blueprint to serve the educational needs of Kentuckians for the next twenty-five years. We believe a quality baccalaureate degree program is of prime importance in the education plan and constitutes the key to effective higher education.

STATEMENT OF PROBLEM

Our subcommittee's discussions centered on the question, "How can we assure accessible, quality programs for those who desire and can successfully complete a Baccalaureate Degree during the next twenty-five years?"

SOURCES OF INFORMATION

The information for this report was secured from:

1. Knowledge of the members of our subcommittee.
2. College presidents and academic deans of our colleges and universities through answers to questions mailed to each institution.
3. Dr. Mike Gardone, consultant from the Council on Higher Education, who met with us twice and gave us all information requested from the Council.
4. Reports from other states on similar studies.
5. Meetings on campuses to discuss particular problems and/or programs.

MAJOR POINTS OF INTEREST AND CONCERN DISCUSSED BY GROUP

I. The value and accessibility of a Baccalaureate Degree.

a. Has the value of a bachelor's degree decreased because some of its recipients cannot find jobs?

Baccalaureate level preparation develops the kind of person who finds it easier to move with the changing times. A general liberal arts curriculum prepares a graduate to be flexible in a time of shifting job conditions. Even the technically trained person should have a broad enough based education to permit him or her to move from one position to another without the necessity of complete retraining.

In Kentucky, the current college-going rate and the number of graduates of a bachelor's degree program is below the national average. We need more rather than fewer citizens educated to assume positions of leadership in our cities and towns. A nation or a state can conceivably have an oversupply of engineers, teachers, lawyers, or technicians, but it can never have an over abundance of genuinely educated citizens.

From a strictly economic point of view, it should be recognized that education is a generator of wants. Generally speaking, the more highly educated the person is, the greater the demand for goods and services. While the economic desires are not the only spur to ambition, they are vitally important ones. The personal satisfaction of achievement embodied in the possession of a college degree contributes to the nation or state through the self-confidence of the degree holder. Although not measurable in economic terms, this sense of accomplishment is an important increment to the wealth of the state or nation.

The current pressures for a more vocationally-oriented thrust should not necessarily dismay those who guide its destiny. Preparation for present opportunity need not do violence to the traditional role of preparation for life and for accommodation to change. Our subcommittee stands committed to the proposition that a good baccalaureate level college preparation improves the quality of life for individual recipients and thus raises the quality of living in society in general.

b. Does the state have an obligation to give everyone an opportunity to attempt a collegiate program?

Individual needs and societal needs require that we encourage our citizens to pursue formal education to the highest level which individual ability and aspiration will permit. This does not mean that all should or will try; it does not mean a "collegiate" program for all; it does not mean that all will succeed; but it does mean we should be committed to providing the opportunity for all to try to the best of their ability in some form of postsecondary education. Providing the opportunity for students to attempt a college program does not mean that the state is obligated to grant a degree or to give that person a job or placement in a job upon graduation.

There are at least three other points that should be briefly made in relation to this question. First, higher education must be accessible in order for it to be available. This has implications for the regional distribution of higher education throughout the state. Second, there are "elitist" implications which grow out of doing anything less than providing an opportunity for all to attempt higher education. After years of battling to open doors for equal opportunity in higher education for all citizens, it would be unfortunate for Kentucky to reverse itself and close doors. Higher education has served and should continue to serve as a vehicle for providing opportunity for upward socioeconomic mobility for all strata of society. Third, there is the basic American belief in the supply and demand principle. We should acknowledge that supply and demand works in relation to student enrollment in higher education. It works both in relation to specific academic programs and it works in the larger context of general enrollments in higher education institutions. If we supply the opportunity, a self-selection process along with supply and demand factors will appropriately regulate student entry to higher education.

THEREFORE, WE RECOMMEND THAT THE STATE OF KENTUCKY CONTINUE TO PROVIDE QUALITY BACCALAUREATE DEGREE PROGRAMS FOR EVERY CITIZEN WHO HAS THE ABILITY AND DESIRE TO ATTEMPT THEM.

c. Are increasing tuition costs in public universities placing too great a financial burden on students?

Affluent families can meet the rising cost, and sources of aid are available to students from low-income families; but spiraling costs for tuition, room and board make it impossible for many students in this middle-income bracket to obtain a college education. More scholarship aid should be made available to academically capable students.

THEREFORE, WE RECOMMEND THAT THE STATE UNIVERSITIES SHOULD REMAIN LOW TUITION INSTITUTIONS WITH SUFFICIENT SCHOLARSHIPS, LOANS, AND WORK PROGRAMS TO INSURE EQUAL EDUCATIONAL OPPORTUNITY.

d. Why should several state universities offer a particular program when all of the students could be served by one institution?

Institutions of higher education must provide a core of disciplines to meet the general education needs of students in all programs. Four year institutions, therefore, can provide most areas of study at the baccalaureate level as a part of the necessary core and the repetition of these programs at all four year institutions should not be viewed as unnecessarily duplicative. There are numerous specialized disciplines for which a program at one or a limited number of institutions might meet the state's needs because of several pragmatic problems. For instance, geographical accessibility of a program has tremendous impact on the actual availability of the program. If a student is a full-time employee and a part-time student, he cannot travel a long distance to another region of the state in order to obtain a given program. Thus, local and regional needs may be met only by offering a locally or regionally based program. Even if students do go to another region for training, they may not return to their home region and thus the local or regional need remains unmet.

An analysis of programs available in the state of Kentucky and the number of degree graduates from each institution in the various program fields reveal that there are very few fields at the baccalaureate level for which one institution could meet student demand. In many cases, this is due to the sheer number of students; in other cases, it may be due to the fact that many specialized programs require field experiences which limit enrollment opportunities at each school; in other cases, this is due to other issues of accessibility to students.

A further question could be asked: "Why eliminate programs or restrict programs to only one or two institutions?" or "Does the excision of acadmic programs save money?" In responding to questions of this nature, Dr. Donald Smith, Senior Vice President for Academic Affairs of the University of Wisconsin System, stated the view of the state system of Wisconsin in relation to this question when he said that "eliminating a particular program simply redirects students to other available programs, and these may be as costly or more costly than the program eliminated."

Highly specialized programs which require large equipment expenditures and highly specialized staff, and which have small student demand, might be met by having a program at one institution. In these cases, actual money could be saved by restricting the program to one or two campuses.

THEREFORE, WE RECOMMEND THAT EACH STATE INSTITUTION CONTINUE TO PROVIDE A NUMBER OF QUALITY BACCALAUREATE DEGREE PROGRAMS, SOME OF WHICH IT DETERMINES BY THE UNIQUE NEEDS AND CHARACTERISTICS OF ITS REGION. WE FURTHER RECOMMEND THAT NO ONE UNIVERSITY IN THE STATE SERVE ALL STUDENTS IN THE STATE SINCE IT IS GEOGRAPHICALLY AND ECONOMICALLY UNREALISTIC: HOWEVER, ATTEMPTS SHOULD BE MADE TO AVOID UNNECESSARY DUPLICATION OF PROGRAMS WITH SMALL DEMANDS WHICH REQUIRE GREAT COSTS FOR EQUIPMENT AND HIGHLY SPECIALIZED STAFF.

II. Quality of academic excellence.

a. Are graduates developing necessary skills for today's world?

Reports that college graduates are unable to perform competently as individuals or as responsible citizens in the society in which they must live and the feeling that college programs of general education needed a discriminating review led our committee to make a list of competencies.

THEREFORE, WE RECOMMEND THAT EACH INSTITUTION ASSURE THAT EACH OF ITS GRADUATES ACQUIRE THE COMPETENCIES APPROPRIATE TO FUNCTION EFFECTIVELY AS A CITIZEN AND PROFESSIONAL. THESE COMPETENCIES MAY INCLUDE BUT NOT BE LIMITED TO:

1. THE POSSESSION OF SKILLS NECESSARY TO PARTICIPATE EFFECTIVELY IN SOCIETY: VERBAL AND NON-VERBAL COMMUNICATION, READING, WRITING, SPEAKING, LISTENING; AND CALCULATING.
2. THE INTELLECTUAL SKILL TO IDENTIFY A PROBLEM, GATHER INFORMATION, DEVELOP ALTERNATIVES/SOLUTIONS AND REACH CONCLUSIONS.
3. THE ABILITY TO FORMULATE JUDGMENTS WITHIN HIS/HER PERSONAL AND CULTURAL VALUE SYSTEM, ANALYZE THE SITUATIONS, MAKE RESPONSIBLE MORAL DECISIONS AND SET REALISTIC LIFE GOALS.
4. THE DEVELOPMENT OF AN UNDERSTANDING OF FREEDOM AS THE ESSENCE OF EDUCATION FOR THE CONTEMPORARY WORLD; AND THE ACCEPTANCE OF RESPONSIBILITY FOR SELF AND TO OTHERS IN CHANGING SOCIETY.

5. AN EDUCATED RESPONSIVENESS TO THE ARTS AND HUMANITIES AS A MEANS OF CONTINUING ONE'S LIFELONG LEARNING AND ENJOYMENT.

6. THE ABILITY TO RELATE FUNDAMENTAL KNOWLEDGE AND SKILLS WITH PROFESSIONAL APPLICATION.

We feel that these competencies are essential because:

1. Personal and societal adaptation is necessary in a world of rapid change.

2. Work and its associated lifestyle may change several times during a graduate's life.

3. Increased leisure time will offer new opportunities and challenges for personal as well as societal development.

The subcommittee is concerned that the determination of these competencies should not be measured through a standardized testing program. Rather, we feel that the entire curricula should be designed so that students have regular opportunities to demonstrate these skills.

b. How can we assure faculty effectiveness?

We feel that faculty effectiveness will become more crucial to the quality of the baccalaureate degree in the next twenty-five years and that priorities should be placed on attracting, keeping, and improving faculty.

The Seventies have seen Kentucky's universities fall drastically behind, with average faculty salaries now well below the average faculty salaries at benchmark institutions.

Inadequate funding during this period of time has brought about larger classes, crowded conditions, and the very real possibility of a general lessening of quality in baccalaureate programs.

The Subcommittee on Baccalaureate Degree fully recognizes that the Commonwealth of Kentucky, with its limited resources, cannot compete with the nation's wealthiest states. But Kentuckians do deserve universities with faculty salaries at a level equal to comparable universities in adjoining states.

THEREFORE, WE RECOMMEND THAT THE AVERAGE FACULTY SALARY AT KENTUCKY INSTITUTIONS BE AT A LEVEL COMPARABLE TO THAT OF BENCHMARK INSTITUTIONS IN NEIGHBORING STATES AS DESIGNATED BY THE COUNCIL ON HIGHER EDUCATION.

After discussing the pros and cons of requiring particular credentials for university personnel, it was concluded that it was not practical. However, a method of faculty improvement was felt necessary.

THEREFORE, WE RECOMMEND THAT EACH INSTITUTION BE CHARGED WITH THE RESPONSIBILITY FOR SUBMITTING TO THE COUNCIL ON HIGHER EDUCATION ITS PLAN FOR FACILITATING IMPROVED FACULTY EFFECTIVENESS. THE PLAN WOULD BE EVALUATED AND FUNDS GRANTED FOR ITS IMPLEMENTATION.

c. How should the universities deal with oversupply of graduates in selected areas?

There is an oversupply of graduates in selected areas today. We feel that career planning will enable students to make better decisions about pursuing his/her chosen field of study. A more practical solution than quotas to any temporary surplus is to allow people to make intelligent decisions based on adequate knowledge of the job opportunities in a given field. The use of quotas or any other arbitrary approach would be extremely difficult to administer and could result in creating future shortages of currently trained candidates.

THEREFORE, WE RECOMMEND THAT ALL INSTITUTIONS OF HIGHER EDUCATION IN KENTUCKY PROVIDE CAREER PLANNING FOR ALL STUDENTS IN THEIR CHOSEN FIELDS OF STUDY. WE FURTHER RECOMMEND THAT EACH INSTITUTION PROVIDE MAXIMUM OPPORTUNITIES FOR STUDENTS TO BUILD ON THEORY THROUGH FIELD-BASED EXPERIENCES.

d. How can we assure a continued assessment and revision of Baccalaureate Degree programs by each institution?

The subcommittee felt the Council on Higher Education should be the catalyst that stimulates the universities to continually evaluate and research their own programs.

THEREFORE, WE RECOMMEND THAT EACH UNIVERSITY BE REQUIRED PERIODICALLY TO SUBMIT TO THE COUNCIL A SYSTEMATIC PLAN FOR CONTINUAL REVIEW, ASSESSMENT, AND NEEDED REVISION OF BACCALAUREATE DEGREE PROGRAMS. WE FURTHER RECOMMEND THAT THIS PLAN SHOULD INCLUDE THE MECHANISM FOR INVOLVING FACULTY, ADMINISTRATORS, STUDENTS, AND OTHER CITIZENS IN THE ASSESSMENT PROCESS; IT SHOULD DESCRIBE THE PROCESS FOR RELATING THE RESULTS OF THE PROGRAM TO THE STATED PLAN AND INSTITUTIONAL GOALS AND OBJECTIVES. THE COUNCIL ON HIGHER EDUCATION SHOULD BE RESPONSIBLE FOR RECEIVING, COORDINATING, AND DISSEMINATING THESE REPORTS.

Research may be essential in such areas as graduate employment, opinions of program quality, etc., in order to provide the necessary revision for quality programs. Additionally, it will motivate universities to develop more effective systematic assessment processes.

THEREFORE, WE RECOMMEND THAT FUNDS BE ALLOCATED TO PROVIDE GRANTS TO OUR INSTITUTIONS FOR RESEARCH LEADING TO THE IMPROVEMENT OF THE QUALITY OF THE BACCALAUREATE DEGREE PROGRAMS.

Remedial work is required to assist many students on college campuses. Because it is necessary, we do not suggest it be deleted; however, we feel that the public schools at the secondary level should be urged to do a better job of pre-college counseling and academic preparation for the college bound student so that in the future remedial work will not be so essential.

e. How can we improve the quality of teacher education programs?

In order to improve education in Kentucky, we must improve the quality of instructional personnel in elementary and secondary schools through improved teacher education programs. It is the belief of the subcommittee that early experiences in elementary and/or secondary schools will help students to decide before they are seniors whether or not they really want to become teachers. This process will limit the number of students who will remain in teacher education and, in addition, enrich the program.

THEREFORE, WE RECOMMEND THAT THE KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION REQUIRE EVIDENCE OF A MINIMUM OF EIGHT WEEKS OF FULL-TIME STUDENT TEACHING FOR EACH CERTIFICATE GRANTED TO TEACHER EDUCATION GRADUATES; HOPEFULLY, THE FULL-TIME PERIOD IN THE CLASSROOM WILL BE EVENTUALLY INCREASED TO A SEMESTER. IN ALL FIELD EXPERIENCES, PARTICULAR EMPHASIS SHOULD BE PLACED ON:

1. DEVELOPING TECHNIQUES IN CLASSROOM MANAGEMENT.

2. IMPROVING COMMUNICATION SKILLS.

3. PROVIDING BASIC COUNSELING SKILLS.

III. Relationship of each of our institutions of higher education to each other and to the Council on Higher Education as it relates to the Baccalaureate Degree.

a. Should the autonomy of the institutions be maintained?

The history of higher education supports institutional autonomy in the regulation of baccalaureate programs. The committee feels that the decision makers at each institution know the needs and demands of their institution and the area it serves better than would a state board of lay citizens. However, we realize that effective coordination and continual revision will be necessary to ensure quality university programs for the next twenty-five years.

b. Is there a need for a coordinating body?

The Council on Higher Education is needed to assure that the institutions focus their resources on meeting their stated goals. The Council should stimulate each university to develop a plan for systematic review and assessment of all of its programs and for faculty effectiveness. The role of the Council should be one of facilitating improvements by urging each institution to be accountable for the effective use of funds allotted, instead of legislating programs by making rules and regulations.

Our subcommittee studied the booklet prepared by the Council on Higher Education entitled "A System of Higher Education in Kentucky including University Mission Statements," and we were favorably impressed with the excellent coverage of the many problems and issues involved.

In conclusion, there were many areas pertaining to the Baccalaureate Degree which our subcommittee did not explore because of limited time, resources, and personnel. Some of the areas we did discuss were dealt with quickly and need some in-depth study. We met six times from April - August.

Our subcommittee included: six faculty and/or administrators from six different institutions of higher education, both private and public; four classroom teachers and/or KEA personnel; one retired educator; one county school superintendent; one member of the Courier-Journal staff; one legislator as vice-chairman, who was able to attend only our first meeting; and the chairman, who is a housewife and mother. Two others were assigned to our committee but did not attend or contribute to the meetings.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Community Colleges

It is recommended that:

1. THE PHILOSOPHY OR PURPOSE OF COMMUNITY COLLEGE EDUCATION AS DEFINED IN KENTUCKY REVISED STATUTES 164.580 PARAGRAPH 123 AND IN KENTUCKY REVISED STATUTES 164.295 PARAGRAPH 4 REMAIN THE SAME.

2. THE CRITERIA FOR ESTABLISHMENT OF TWO-YEAR INSTITUTIONS AS EDITED BY THE SUBCOMMITTEE ON COMMUNITY COLLEGES BE CLOSELY OBSERVED BY THE LEGISLATURE AND EXECUTIVE BRANCHES WHEN ESTABLISHING COMMUNITY COLLEGES. (See Attachment II.)

3. THE PROPOSED COMMUNITY COLLEGE AT CARROLLTON AND GLASGOW BE DELETED FROM 164.591 OF KENTUCKY REVISED STATUTES. (AN INDEPENDENT STUDY OF THE COMMUNITY COLLEGES HAS DETERMINED THAT THESE TWO SITES WOULD NOT SUCCESSFULLY MEET THE COUNCIL ON HIGHER EDUCATION 1968 CRITERIA.

4. INSTITUTIONS OF HIGHER EDUCATION IN THE COMMONWEALTH DEVELOP PROGRAM ARTICULATION AND COURSE EQUIVALENCY BOOKS WHERE THEY DO NOT PRESENTLY EXIST.

5. A RECIPROCAL AGREEMENT BETWEEN VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES FOR CROSS-ENROLLMENT, JOINT USE OF FACILITIES, EXCHANGE OF FACULTIES, ACCEPTANCE OF CREDIT AND FEE RECIPROCITY BE IMPLEMENTED.

6. THE GOVERNANCE OF ALL INSTITUTIONS OF THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM REMAIN WITH THE UNIVERSITY OF KENTUCKY, AND THAT THE GOVERNANCE OF COMMUNITY COLLEGE EDUCATION PROGRAMS OFFERED BY THE REGIONAL UNIVERSITIES REMAIN WITH THOSE UNIVERSITIES.

7. THE COUNCIL ON HIGHER EDUCATION AND THE STATE BOARD FOR OCCUPATIONAL EDUCATION DEVELOP A JOINT AGREEMENT TO FACILITATE THE APPROVAL PROCESS FOR COMMUNITY COLLEGE TYPE EDUCATION PROGRAMS IN THE COMMUNITY COLLEGE SYSTEM AND THE REGIONAL UNIVERSITIES.

8. FACULTY AND ADMINISTRATIVE SALARIES SHOULD BE AT LEAST AT THE LEVEL OF THE MEDIAN OF BENCHMARK INSTITUTIONS APPROVED BY THE COUNCIL ON HIGHER EDUCATION. IT IS FURTHER RECOMMENDED THAT ADEQUATE SALARY INCREMENTS BE PROVIDED CLASSIFIED PERSONNEL. (See more specific proposals in the rationale section of this report)

9. WITH THE ESTABLISHMENT OF THE STATE BOARD FOR OCCUPATIONAL EDUCATION, THERE WAS GENUINE CONCERN ABOUT THE POSSIBILITY OF A SLOW-DOWN PROCESS IN "PROGRAM APPROVAL" AND THE INABILITY OF INDIVIDUAL COLLEGES TO RESPOND TO THE NEEDS OF THE COMMUNITY. THEREFORE, DEFINITE MEANS SHOULD BE DEVELOPED BY THE COUNCIL ON HIGHER EDUCATION AND THE STATE BOARD FOR OCCUPATIONAL EDUCATION TO FACILITATE THE PROCESS.

Rationale

A. Philosophy

The three stated purposes or charges for Community College Education as stated in Kentucky Revised Statutes 164.580 are sufficiently broad in scope to serve the needs of the citizens of the Commonwealth.

B. Criteria for Establishment of Community Colleges

The criteria were established to provide for the orderly development and growth of community colleges. Legislative and executive leadership should follow the criteria. The Commonwealth does not have sufficient funds to provide Community Colleges in areas unable to meet the criteria.

C. Transferability and Articulation

Transferability and articulation between institutions and curricula are a continuing process. The two committees established, Council on Higher Education Committee and the Governor's Task Force Committee, should provide the leadership to assist in coordinating course book equation and program articulation. The State Board for Occupational Education and the State Higher Education System should coordinate close efforts to provide meaningful educational opportunities for the citizens of Kentucky. Transfer acceptance of area vocational school credits (after proper review) is a means to provide the "ladder" concept of education in Kentucky.

D. Governance

There are certain facts that should be kept in mind in considering the relationship of the University of Kentucky and the Community College System. A strong case can be made, with sufficient justification, for maintaining the community colleges as an integral part of the University of Kentucky.

1. Without the leadership and farsightedness of the University of Kentucky, there probably would not be a system of community colleges in Kentucky. Initial legislation allowing the establishment of two-year colleges was passed by the legislature in the 1930's, yet only two colleges were established from this period until the sixties. The fact that twelve others have been established in the past ten to twelve years should say something about the leadership the University of Kentucky has provided. The community colleges are serving more than 17,000 youths and adults in college transfer and two-year career programs. More than 20,000 additional Kentuckians were enrolled in 1976-77 in non-credit adult or continuing education programs in the colleges.

   Little evidence has been present to justify a change. Since high quality community colleges have developed under the present system, there should be strong evidence that a different system would improve the quality or increase the number of students served by these colleges to justify even a consideration for change. It would seem that the system as presently administered has provided the citizens of the Commonwealth an excellent system of community colleges that has been able to operate on an economical basis, coordinating with other agencies in program development to avoid the duplication of services and programs.

2. The people in the communities served by the colleges should be consulted before any change is made. They have raised funds to secure the sites for the colleges, set up scholarship programs, in two instances continued a local tax base for additional support of these colleges, and in some cases provided funds for technical programs, faculty housing and instructional equipment.

   In view of these many contributions in supporting the establishment of a college in these areas, community wishes should play a major role in determining whether or not a change is made in the affiliation of the System. Communities have made commitments to local colleges with the understanding that the colleges were a part of the University of Kentucky and would continue to be.

3. The students in the community colleges enjoy and desire the present arrangement with the University of Kentucky. Many students are in the community colleges instead of some other institution because they want to be University of Kentucky students. This affiliation with the University has made it possible for each college to be accredited from the beginning by the Southern Association, thereby permitting the students to transfer to other institutions without any question about the validity of credit earned in the community colleges.

4. A majority of the faculty and staff in the community colleges like the relationship with the University of Kentucky. Most of them were hired with the understanding that they were to be University of Kentucky employees. Their wishes, too, must be considered. No decision should be made that would significantly change their employment status without taking into consideration their views on the proposed change.

5. The University of Kentucky is the only legally mandated institution of higher education with a state-wide responsibility. Its Board of Trustees has the responsibility for exercising policy making on a state-wide basis for many programs of the University of Kentucky. Apparently the General Assembly, in 1962, recognized that the University of Kentucky was in the best position of any of the institutions to provide programs of postsecondary education of the type embraced in the philosophy of a comprehensive community college. Thus, it seemed only logical that the Board have the same relationship to the system of community colleges rather than establish another statewide board of control.

6. The community colleges need to establish and maintain a relationship with professional schools and colleges in the areas in which they provide two-year occupational and pre-professional programs. The Community College System's being a part of the University of Kentucky insures this close coordination with the professional schools which is necessary for the development of high quality two-year programs. Of particular importance is the availability of the University of Kentucky faculty for consultation and advice in program planning and implementation.

7. All the administrative costs are not borne by the colleges or by the System. To operate a separate system of 17,000 students with all the administrative costs would increase substantially the cost of the total programs. There are minimal fixed administrative costs irrespective to the size of the programs. Support units of the University, particularly in the business affairs area, provide services for the Community College System just as they do for the University system. With the increasing competition for dollars to support education in Kentucky, any reorganization of the System that would increase costs to the taxpayer should be seriously questioned.

8. The University System provides the community colleges, on a short-term or interim basis, faculty for specific instructional programs that cannot be found in the local community. The University System also makes available to the colleges and the communities its resources, such as musical programs, educational exhibits, and library materials of a highly specialized nature that cannot always be provided on the local level.

9. A good community college system is developing under the parent arrangement; there should be strong evidence that a different administrative arrangement would improve the quality of the colleges or increase the number of students served to justify even a consideration for change. No valid reasons have been presented to date. There are sound reasons for maintaining the present System.

   The Community College System has continued to grow and develop as a part of the University of Kentucky. There is every indication that the System will continue to expand to meet the needs of Kentucky's communities. The relationship between the community colleges and the University of Kentucky is a beneficial one for the Commonwealth and should be continued.

10. The State Commission for Postsecondary Education ("1202 Commission") was given the responsibility of reviewing the overall needs of postsecondary education in the Commonwealth and developing comprehensive plans which meet these needs. This Commission has recommended to the Governor of the Commonwealth that:

    > The Council on Higher Education and the boards of trustees of the universities will be responsible for the administration of all associate degree and

collegiate baccalaureate programs and above. The State Board for Occupational Education will maintain liaison with collegiate institutions which offer vocational/technical/occupational type programs at the associate degree level.

In summary, the association of the community colleges with the University of Kentucky has proven beneficial in many respects. Commonalities and differences have emerged and been articulated. Faculty interaction and sharing of resources has helped insure good quality educational programs. Early problems of consideration have been mastered. The University has strongly supported the community colleges in efforts to secure adequate financial support. Members of community college student bodies, staffs and citizens in the local areas have all expressed deep satisfaction with the arrangement that links community college programming to the Commonwealth's land-grant institution. Unlike some other attempts at state-wide coordination of community colleges in this nation, this is a system that works well.

E. Funding

During thirteen years of the Community College System, the salaries for faculty and admistrative personnel have gradually improved. However, the salaries for these individuals have not and do not meet the median of the benchmark institutions approved by the Council on Public Higher Education. It is imperative that salary adjustments be made for the faculty and administrative staffs in order that the holding power of quality faculty in the community colleges can be strengthened. Some of the more outstanding and qualified faculty and administrators are leaving the system because of the lack of competitive salaries that exist. A cost-of-living increase should certainly be part of the appropriation. In order to truly meet the goals and objectives of the merit system which presently exists in the Community College System, there should be merit increases, in addition to an initial cost-of-living increase, beyond this. The 12-month faculty and administrative personnel have not adequately been paid in proportion to 10-month faculty positions at some of the community colleges. Not only should salaries be comparable to the median benchmark institutions, but they must be comparable to similar positions that exist within the Community College System and contract time for faculty in 10-month positions. For example, if an administrator or faculty member has comparable experience, qualifications, etc., that he/she should be making approximately the same as other individuals within the Community College System that are similar in nature. This is not to state that a salary schedule should be established for the Community College System. The present funding for salary increments via the legislature is quite inadequate and must be looked at seriously and profoundly in order that the educational system in the State of Kentucky can maintain the quality faculty to offer the quality of education that is needed. Salary adjustments must be made for faculty and administrative personnel across the board.

The salary increments for classified personnel are poor. Even though certain "lower" positions were recently collapsed in order that individuals in certain positions and grades were promoted, it was minimal. All classified individuals or employees should receive a cost-of-living increase in addition to a merit increase based on performance. The salary for classified employees is extremely competitive and in essence, the Community College System and the University of Kentucky train individuals when they are employed for them and then industry simply attracts these individuals with higher salaries and fringe benefits. Again, the State of Kentucky must seriously analyze the problem of classified salaries and the extreme need for institutions of higher learning to be able to maintain quality employees in the very important positions that qualified individuals hold.

The Subcommittee on Community Colleges wishes to express appreciation for the opportunity to serve on the Governor's Task Force on Education. The subcommittee feels this is an interim report because: several areas identified have not been covered to date; the Council on Higher Education has a year-long study on Community College Education which this subcommittee has yet to have an opportunity to review; and Governor Carroll has suggested the subcommittee continue to function after the October conference.

I. Nine broad areas of Community College Education were identified by the subcommittee as possible topics for study. These were:

1. Philosophy

2. Criteria for establishment of Community Colleges

3. Governance

4. Funding

5. Programs and Curriculum

6. Transferability and Articulation

7. Adult and Continuing Education

8. Recreation and Cultural Needs

9. Planning, Management and Evaluation

In addition to these nine areas of study, two additional areas came out in later discussion. These were:

1. Role and clarification of the State Board for Occupational Education in its relationship to Community College type programs.

2. The need for subcommittee reaction to the Council on Higher Education Study on Community Colleges. (The "Morford" Report)

II. Information was obtained from reports, surveys, knowledge of members of the subcommittee and from consultants:

Some of the important pieces of written information were:

1. Kentucky Revised Statutes
2. Council on Higher Education
    a. Criteria for Establishment of Two-Year Institutions
    b. College and University Enrollment
    c. State General Fund Support of the Community College System
    d. University Mission Statements
3. Community College System
    a. Compendium of Selected Data and Characteristics
    b. General Catalogue
    c. Summary of Future Changes in the Community College System
4. 1202 Commission Report of Recommendations Occupational Education
5. Executive Orders #77-331, #77-453
6. Kentucky Educational Association Salary Schedules of Kentucky Public School Teachers 1976-77
7. Western Kentucky University and Northern Kentucky University Community College Catalogues and other information pieces.
8. Responses to questionnaires by selected Community College Educators, Survey by the Subcommittee on Community Colleges
9. Informal statements and letters from Community College Educators throughout the state.

Reports by consultants or subcommittee members:

1. Overview of Community College Education in Kentucky - Dr. Ted Morford, Council on Higher Education
2. Recommendations of State Commission for Postsecondary Education - Dr. Lynn Fluegge, Staff Member, State Commission for Postsecondary Education
3. Community College System - Dr. Stanley Wall, Vice-President Community College System

4. Regional University Community College Education - Dr. Carl Chelf, Dean, Bowling Green Community College, Western Kentucky University; Dr. George Manning, Dean, Community College Education, Northern Kentucky University

5. Report of Subcommittee on Transferability - Jerry Legere, Subcommittee member

III. At this point in time the Subcommittee on Community Colleges has given consideration to these areas:

1. Philosophy of Community College Education
2. Criteria for Establishing Community Colleges
3. Governance
4. Transferability of Articulation
5. Funding (limited)
6. Role clarification of the State Board for Occupational Education in its relationship to community college type programs.

The subcommittee plans to continue to study in the areas of:

1. Funding
2. Programs and Curriculum
3. Adult and Continuing Education
4. Recreation and Cultural Needs
5. Planning, Management & Evaluation
6. Review of the Council on Higher Education Study Report on Community Colleges

ATTACHMENT I

SUBCOMMITTEE ON COMMUNITY COLLEGES

GOVERNOR'S TASK FORCE ON EDUCATION
SUBCOMMITTEE ON COMMUNITY COLLEGES

Responses to questions related to each area of study for consideration, answer and recommendations by the subcommittee.

I. Philosophy

1. What is the written and unwritten philosophy of the Community College System? Does it meet the needs of the Commonwealth today? Is it sufficiently broad and flexible that it will meet the needs of the Commonwealth for the next quarter century?

   a. The purpose and three basic functions of the Community College System is written and is well known. Because it lacks the funds to do so the community college system cannot meet the needs of the Commonwealth now nor for the next quarter century.

   b. The "open-door" philosophy of the community colleges is good, but it also implies some serious fiscal and moral obligations. "Open-door" colleges cost more to operate than "selective admission" colleges because a broader range of academic experiences must be provided. If you admit students with minimal skills, you have a moral obligation to serve them. At present, the Community College System budget does not reflect a commitment to the "open-door" philosophy. Kentucky educators, legislators and taxpayers should address themselves to this gap between "open-door" promises and funding realities.

   c. The Community College philosophy is stated inherently in the legislation which established these institutions. Further amplification is probably unnecessary.

   d. No change from present.

   e. The written and unwritten philosophy is very similar. To provide transfer in technical and continuing education to citizens of the Commonwealth of Kentucky who desire to further their education. In my judgment, the philosophy is a correctly adopted one and does meet the needs of the Commonwealth today. If properly followed, the philosophy should meet the needs of the citizens for the next 25 years.

   f. The basis for developing a Community College philosophy exists in the legislation that established the Community College System. Perhaps the interpretation of this mandate varies somewhat among the community colleges. The mandate offers a broad base from which the individual community college can develop its philosophy based on the needs of its service area. It would appear that a written philosophy of community college education in Kentucky would not be necessary, but rather that each community college should operationalize its own philosophy based on the legislative mandate and local needs. The goals of the individual community college should reflect the local college's philosophy and the needs of the service area in which that college operates.

I. Philosophy Cont.

g. It does meet the needs of the Commonwealth today. It is sufficiently broad and flexible and will meet the needs of the Commonwealth for the next quarter century.

2. What is the written and unwritten philosophy of community college education in the regional universities? Does it meet the needs of the Commonwealth today? Is it sufficiently broad and flexible that it will meet the needs of the Commonwealth for the next quarter century?

a. I am unable to respond-being unaware of the extent of the offerings of the regional universities.

3. Should there be one written philosophy of community college education in Kentucky? If so, what should it be?

a. I do not feel it is absolutely necessary to have one written philosophy of community college education in Kentucky. Each should form its own philosophy and character to meet the needs of the individuals they serve and for the development of society and culture.

b. Yes, there sould be one philosophy of community college education. It should be written so as to provide the academic needs of the citizens of the entire state. Realizing that the state is near the bottom educationally, it should not only be a written philosophy, but a realistic philosophy that can support the widely divergent needs of our people.

4. What should be the goals of a comprehensive community college?

a. There should be two goals: It whould serve as the educational center for indivudual self-improvement (social, cultural, professional, technological, etc.). It should serve as the educational center for developing our culture and our society.

b. To respond to the academic and specific needs of the people in their designated areas.

II. Criteria for Establishment of Community Colleges

1. Is there written criteria for establishment of community colleges?

a. NO NEW COLLEGES until the present ones are adequately funded.

b. To respond to the academic and specific needs of the people in their designated areas.

* c. Continued on another page.

II. Criteria Cont.

1. c. Currently, the only criteria for the establishment of community college's is found in the University of Kentucky's Administrative Regulations, Section II-5.01. Under the present operational patterns, it seems that the controlling body in the establishment of new community colleges should be the Council on Higher Education, especially in light of the Council's role in the approval of capital construction. It would seem logical that orderly expansion of the Community College System could best be coordinated through the Council.

II. Criteria Cont.

2. Is it in the form of legislation? Administrative regulations?

   a. To my knowledge, the Legislature is responsible for this action and although the governor may recommend its establishment, the legislator must provide funds.

   b. Don't recall.

3. Does it provide for the orderly expansion of community college education in the Commonwealth?

   a. In my judgment, no orderly expansion of the community college education offers is available in the state. Too much has been made of politics andno orderly method for providing a comprehensive coverage has been established.

   b. I think it does.

4. If not in legislation, should it be?

   a. There should be legislation establishing a prodecure by which a community college could be founded.

   b. I think legislation allowing the CPHE to develop and continually revise criteria would be best.

5. If it provides guidelines for orderly expansion, should not the legislative and executive branches of governemnt be required to adhere closely to it?

   a. No legislation is beneficial unless various branches are required to follow it. Legislation would, to some extent, alleviate the politics that have been evident in some community college site selections.

   b. Yes.

III. Governance (External)

1. Should Kentucky have a "system" of community colleges? If so, should the University of Kentucky administer this system of community colleges?

   a. Kentucky should have a "system" of community colleges. If the University of Kentucky continues to administer this system, then more attention and funding should go into the community colleges. Special attention should be given to upgrading professors' salaries, instructional facilities and funding community service programs. If the University of Kentucky cannot give priority to these things, then perhaps a separate system is in order.

III. Governance Cont.

b. I feel very strongly that the University fo Kentucky should continue to administer the system of community colleges. These colleges have grown in size, in service to the people in the areas that they serve, and they operate efficiently. What more could be expected. There is no justification for any change in the present organization.

c. Yes. Yes.

d. NO CHANGE. Leave it with University of Kentucky administering the statewide system.

e. I believe that a "system" of community colleges is desirable. I believe that the University of Kentucky is more attuned to graduate education than undergraduate education and that it is more attuned to city educated students than to rural educated students and life styles.

I believe the "system" needs a strong leader who believes in in the community college concept more than the university approach to education. I believe the "system" needs a separate budget granted by the legislature. I believe the "system" should have a standing equal to that of a regional university. I believe the "system" should be for the community colleges only and should not include other institutions..

I believe that (III-4) all community college programs should be under the same "system".

f. Yes. The banding together of educational programs and services under one umbrella is wise. The state is not wealthy enough to permit various institutions to go their own way. The University of Kentucky has proven itself to be capable of providing the leadership necessary for a system of community colleges.

g. Certain benefits should accrue to the Commonwealth through a system of community colleges. A system provides for better planning and better utilization of available financial resources. Such a system is best administered by the University of Kentucky or by some other single institution of higher education. This provides for improved continuity of both courses and programs and also permits improved articulation with other institutions of higher education both in Kentucky and in other states. Assuming the previous statements are valid, the creation of a separate administrative structure for post-secondary education would not provide mechanisms necessary for uniform subject-matter support, curriculum development, and other necessary educational backup. It appears also that the creation of such an administrative structure would bring into the political arena an added competitor for what already appears to be limited tax dollars for education.

III. Governance Cont.

h. Kentucky should have a "system" of community colleges. University of Kentucky should administer this system of community colleges.

2. Would creation of a separate administrative structure for post-secondary education (community college and related institutions) improve the educational programs, service, and activities (delivery system) of an institution?

a. If you mean by "related institutions" the state vocational schools, then I would suggest that these institutions should improve their calibre of performance over a period of time before they are affiliated with the community colleges. An increase in salaries would be a necessity.

b. I do not feel that lthis reorganization would assure better delivery of instruction. We seem to be too bureaucratic now. Too often combining services just results in another administrative hurdle, without benefits which justify the change. In theory, I agree; in practice, I have reservations.

c. Probably not.

d. The answer could only be provided after several years experience. There might possible be a more satisfactory arrangement than is presently enjoyed. In order for this system to work, its head would have to have the same status as the president of the state university.

e. Impossible to say "yes" or "no"--I doubt that a different administrative structure would make a lot of difference.

3. What are the economics, cost factors of various forms of governance of the Community College Systems vs. the benefit ratio of these same delivery systems?

a. Each community college is asked to be accountable for community services without satisfactory funding for this program. We need more help from the central office in tapping federal dollars.

b. The present system is economical when you look at expenditures per college student.

c. The citizens of Kentucky are receiving maximum return for each "community college dollar" spent.

d. The cost of independent system would of necessity be greater than the cost of the current community college system. This is not taking into account the community colleges under the regional universities. The system provided by the University of Kentucky reduces some of the other needs that would be

III. Governance Cont.

3. d. required if a separate system existed. At the same time however, an independent system might be eligible for more federal funds than is currently available under the University of Kentucky.

e. I don't think so.

4. If the governance of the Community College System were to be under a separate board, should not the community college education program at regional universities be under the same board?

a. I fear that if the community college system and the community college education program at regional universities were under the same board they would be subjected to political hassles that would be unhealthy for the community colleges. I think the regional universities would attempt to control the community colleges within its region.

b. If this would happen, yes. I hope it does not happen!

c. Yes.

d. As the community college system becomes independent of the University of Kentucky, all regional universities should be required to release their community colleges. This is not to say that there should not be a continued sharing of services throughout the state.

e. I don't think so.

Governance (Internal)

5. Should a community college have more local autonomy? What centralized controls interfere with a responsive, flexible institutions?

a. Each community college should have freedom to experiment with new educational ideas. This is especially true in regards to the community service program. Too many restrictions, too many records, too much accountability can stifle the spirit of community services. In the iconoclastic period in which we are working, the community service program may be the crucible in which new educational and cultural forms are created. It must be free of too much central control.

b. The community colleges have more autonomy each year. I do not see this as a concern.

c. Funding; time spent in curriculum development.

III. Governance (Internal) Cont.

5. d. Yes. When the headquarters of any organization is removed from the local setting, the time and red-tape involved in responding to specific requests often discourages any response. This immediate response is vital to a community college trying to meet the needs of its community.

e. The current structure of the Community College System provides for a considerable amount of local autonomy so far as program policy and general college operation are concerned. Perhaps the restricting factor concerning internal governance is the budget limitation under which the individual college currently operates. By the same token, this dichotomy provides a check and balance system for the college. On the one hand, it causes the institution to carefully examine needs and provide justification in developing programs to meet those needs. At the same time it limits local college expenditures to those programs that have already been justified and approved within the total system.

f. Perhaps a community college should have more local autonomy. No centralized controls interfere with a responsive, flexible institution. All Colleges have controls. I think our situation has evolved to the point that we can meet the needs of this community, provided we at ECC are alert and "on the ball."

6. What centralized controls enhance the working of a system of community colleges?

a. Perhaps the central office should serve as a check against unwise ventures in the 2-year technology program.

b. Personnel policies and procedures; chain of command.

c. The administrative structure in the community college system eliminates much expertise that would be required of an independent organization. This arrangment permits many people in the community college system to perform a wide variety of chores without necessarily becoming an expert in any one. The sharing of services is also economically helpful. I am not sure that if the community college system became independent of the University of Kentucky that a staff similar to the one in the Systems Office would not have to be retained.

d. Unknown.

III. Governance (Internal) Cont.

7. In the regional university community college programs, what centralized controls interfere with a responsive flexible program?

    a. No responses.

8. In the regional university community college programs, what centralized controls enhance the working of the program?

    a. No responses.

IV. Funding

1. Is there a state funding formula for community college type education in the Commonwealth? If not, should there be?

    a. The Community College System does not receive its fair share of federal funds. It also seems as if the University receives federal grant money at the expense of the Community Colleges. The Community Colleges are underfunded in every aspect of their operation while the programs at the University are grossly overfunded.

    b. There is no state funding formula for the community services programs, and I definitely feel there should be. Often there is equipment that needs to be purchased for community service activities and there are no available funds for these. The community college system in the state of Virginia does have a formula; perhaps we could gain something by studying it and applying it to our system.

    c. Community colleges should be funded at almost the same "dollars per student" rate as the University of Kentucky and the regional colleges. It is my impression that most four-year state colleges receive almost $2,500 per student while the community colleges only receive about $1,500 per student. If these figures are correct, the funding process ought to be changed so the community colleges get a fair share of the budget. The way it is now, the students who need the most academic help get the least support from the state.

    d. No; no.

    e. To my knowledge, there is not. Yes, there should be.

    f. I don't know. Yes, there should be.

    g. Currently, there is no state funding formula for community college education. Budgets are developed based on needs by the individual colleges, and these are combined into a single budget request by the System and finally included in the University of Kentucky budget structure, money

IV. Funding Cont.

is disbursed in the same fashion, the reverse process being followed. No funding mechanism can totally provide for the expansion of programs and services needed in higher education. Perhaps some mechanisms can provide money at a faster rate than can public tax dollars. Local tax support might be considered by some community colleges, but this option perhaps should be left to the discretion of the individual college. Some other method of local financing might be more feasible in certain cases. Federal monies should be viewed in the same way as is local support. This should be at the option of the local college program and community needs, then these monies should be sought by the local institution. These Federal monies, or soft monies, should become a part of the institution's budget base if proper planning has taken place at the local and System level. Regardless of funding pattern, it will always appear that there are never enough financial resources for community college education.

2. Does the state funding mechanism provide for the orderly expansion of programs and services as needed?

   a. To my knowledge there is no state funding mechanism for orderly expansion of programs and services.

   b. No.

   c. To this point, no. There have been some signs that ordinary expansion is coming about. The council has shown signs recently of better controlling the competition that is experienced between the state schools by controlling program expansion. In my judgment, it is rediculous for state supported institutions to compete for students and territory with tax-payers money.

3. Should local tax support be brought into the funding process?

   a. Local tax support as part of the funding process seems logical; however, where a community college serves several counties (such as Prestonsburg Community College) and where there is a rival institution in one of those counties (Pikeville College) that particular county may balk at paying their share of local funds out of loyalty to the private college in their county.

   b. No.

   c. If possible. Without being too negative, I don't believe that it is feasible to expect it. The only way in which this could be done is make local tax support a part of the package required before a college could be located in any geographical area. Retroaction taxation is not a realistic idea.

IV. Funding Cont.

d. Yes, provided it comes from total service area.

4. What is the federal role in the funding process of community college education in the Commonwealth?

    a. Federal funds are available for those with the expertise in writing grants.

    b. Muddled.

    c. To this point, not very extensive.

    d. Minor--except for facilities.

5. Does community college education receive a proportionate share of the federal dollars? If not, why?

    a. We do not get our fair share because we lack the expertise in grantsmanship.

    b. No; needs study.

    c. Federal grants should be secured at the system level and allocated from there according to a master plan for maximum utilization of resources on a statewide basis. Local colleges in the system should not be permitted to apply for any need, not application expertise.

    d. No, the knowledge of how to apply with federal tax dollars, the time available for writing proposals and the fact that much of the federal money is drained off from the community college before it actually gets to the campus are all reasons.

    e. I don't think we receive a proportionate share of the federal dollars, mainly because of political clout.

6. Should there be more grantsmanship expertise developed for obtaining federal funds?

    a. Yes, there should be more grantsmanship expertise developed for obtaining federal funds.

    b. Yes, definitely.

    c. Unfortunately, yes--it would be better to change the Federal system-but that is impossible.

IV. Funding Cont.

7. Does the funding process for community college education in Kentucky provide sufficient funds to provide staffing, salaries, programs, services, fringe benefits, etc. at the level of the median of benchmark institutions?

   a. To my knowledge we are way below the benchwork institutions.

   b. I realize, and partially understand why, that UK and the Community College system have different benchmark institutions. However analysis reveals that UK benchmark institutions are located in more industrial states thus reflecting higher average salaries and fringe benefits etc. than those selected for comparison to the Kentucky Community Colleges. Consequently, I would recommend that if benchmark institution method is used, those institutions selected should be located in identical states. Why not included community college in Illinois in community college benchmark?

   c. No.

   d. No.

   e. No. Too often work doesn't progress at a proper rate because of lack of staffing, this in spite of the fact that some slow progress is being made. It is almost like the colleges have outgrown themselves and have been unable to keep up with the demands made on it by its community. This is detrimental to an institution seeking input from the community it seeks to serve.

8. Do the community college type programs in the Community College System and the regional universities receive a proportionate share of the funding as related to other programs of the universities?

   a. No, simply look at the salary schedules and amounts of money spent at the various campuses. To rely on the empty statement that cost of living is less in a community college setting is a senseless argument.

   b. I do not have the facts needed to answer this. It is my opinion we do not get a proportionate share because our beginning budget base was so inadequate. We are treated fairly with new monies.

V. Programs and Curricula

1. What criteria should be used in determining needs and the establishment of new programs?

V. Programs and Curricula

a. Community Colleges should be able to select, from all the approved programs, whichever ones they wish to implement. They shouldbe able to do this without any approval other than that of the vice-president. They should be able to drop programs, that seem no longer necessary, with permission of only the vice-president. The college budget, for instructional programs and salaries, should be adjusted with total freedom by the director to accomplish the educational objectives of the individual college.

b. New programs-establishment of new programs should be based on needs of the service area of each institution. The needs assessment should include current and future employment needs, expressed desires of students, and ability of area to provide high quality teaching personnel.

Current programs-current programs should be justified every five years. The philosophy of offering a program of study forever, after it is established even though the area needs have been met, should be discarded. I would favor a five year rotation of programs throughout the community college system. It should be remembered that a few programs could not feasibly be rotated (i.e. mining technology at LTI might be absurd).

c. No change from present.

d. Local and state needs.

e. The needs and demands within the community and the ability of the state to fund the program.

f. Program needs should be determined through the process of involving local leadership and specific clientele groups. Through this process, program ideas can be generated. In addition, this process would provide for the identification of specific skills needed by graduates of proposed new programs. This same process can provide the local community college with an evaluation program that would cover program efficiency, curriculum revision, and curriculum modification. Performance of graduates on the job could be assessed and feeding this information back through the community, would provide the basis for overall program evaluation.

Furthermore, the general studies courses offered by the Community College should reflect local wants and needs. At the same time, these courses should be compatible with those of four-year institutions to which the majority of of baccalaureate-oriented students transfer.

V. Programs and Curricula Cont.

g. The following items should be considered in the criteria in determining needs and the establishment of new programs: job placement including locations, salaries, etc.; the needs of the area, such as job placement, health, aged, etc.; costs of the program including faculty, equipment, travel, expertise, etc.; number of students projected in the program; and detailed justification concerning each item.

2. What measurable objectives, goals, and program outcome should be established for various programs (technical, transfer, adult and continuing education)?

a. Measurable objectives and goals should be established for each type of program presently existing or ones to be implemented in the future.

b. Job placement where it is sought and in the case of continuing education, the total enrollment in the class.

3. How can an ongoing process of curriculum revision and modification be implemented?

a. The on going process of curriculum revision and modification is presently being implemented. The process for technical programs only exists via the Program Development Committee and the Community College Senate. However, curriculum revision and modification for the transfer program was done entirely by the University of Kentucky Senate. This procedure concerning transfer curricula should be modified to include representation from the Community College System, sinse most of our students enroll in transfer courses.

b. Curriculum revision and modification should be the business of each community college. New programs should be offered and adjusted to meet the goals and objectives of the program then the council should study the program and make recommendations to the vice-president concerning revisions and/or approval.

c. A state committee under the control of the Council of Higher Education that would approve programs and curricula for each.

4. What general studies courses should be taught?

a. All of the general education requirements that would permit a student to transfer from any community college to a four year college or university for a Baccalaureate Degree.

V. Programs and Curricula Cont.

b. At a minimum, those courses which meet the requirements of upper division colleges in Kentucky.

5. How can the process of developing new programs or courses be facilitated through the approval mechanism?

a. More local autonomy.

b. Develop specific guidelines that would tell us exactly what is required. For example: Number of people to be served, demand in the area, and the job demand.

c. Early planning and careful attention to System process.

VI. Transferablility and Articulation

1. Would a state-wide course numbering system benefit community college education?

a. Definitely a state-wide course numbering system would benefit not only the Community College System but the entire state.

b. The seven questions asked are more important questions to educators than to students. My feeling is that employers of people with technical training are more concerned with the students character and competence than his degree or the transferability of credits. Students who are in our technical programs want jobs. Program accreditation that requires courses which satisfy academician, but are irrelevant in content or subject, may be too high a price for being recognized by accrediating institutions.

c. Yes.

d. Yes. Although at this time we are experiencing no real problems with tranferring of courses.

e. Probably. It would make it easier to always advise students correctly.

f. A state-wide course numbering system might benefit the community college education. Such a system, however, would not assure the same level of instruction throughout community colleges. An alternative might be to determine minimal competencies for the various levels of courses across the Commonwealth. If this were initiated, then a student might demonstrate competency and in that manner, receive credit for a given course regardless of the course

VI. Tranferability and Articulation Cont.

number. In this same fashion, community colleges could accept credits from proprietary or technical vocational schools.

An associate degree might be accepted as meeting general education requirements at a four-year institution depending upon the kind of associate degree the student had earned. A straight technical associate degree from a community college may not meet all general education requirements for the four-year degree. Each individual associate degree would have to be evaluated by its content.

Since nontraditional educational experiences may vary among community colleges, it would appear that a statewide system for standardization of such experiences might become unmanageable. Again, if basic competencies were determined, then the experiences could be evaluated according to this competency base and credit awarded accordingly.

2. Would a stronger advising and counseling programs ease transfer problems?

   a. Yes.

   b. I personally feel this is the weakest area in the community college system. There is lack of personnel and funds to provide these services except in name only.

   c. I feel that the advising counseling programs that presently exist do not have transfer problems.

   d. Yes. But the current staffing limits the breadth of both.

   e. We have a strong program.

3. How could credits be accepted at community colleges from proprietary and technical-vocational schools?

   a. Credits from proprietary and vocational education schools could be accepted on individual evaluation of course content. However, the community colleges and the proprietary/technical vocational schools would need to analyze the courses and agree system-wide as to acceptance.

   b. Negotiated "predetermined" automatic credit for courses/programs completed.

   c. Transferability of courses could easily be accomplished if there is agreement on course content and competencies or is objective and competencies expected for each course were documented.

VI. Transferability and Articulation Cont.

d. Numerical scores to be earned in specific courses from other schools could be equated to a specific grade in the community college system. This not being acceptable, a simple grade of "p" could be given when students have met specific requirements. As an example, it is rediculous not to give college credit to vocational educational students who can take dictation at 120 words per minute and require them to take the college level course in beginning shorthand.

e. By challenge examinations and special prior agreements.

4. Could an associate degree be accepted as meeting general education requirements at a four-year institution and allow a transfer student to enter as a junior?

a. Yes.

b. I feel that a student who has received an Associate in Arts or Associate in Science Degree from the Community College System should be granted junior status and freshman and sophomore requisities should be waived. This feeling is not maintained for those students receiving Associate in Applied Science Degrees since most do not have adequate general studiės courses.

c. In some cases. I do not, however, believe that technical education should be mixed with general education. I am committed to requiring a breadth of exposure and not excited about mixing technical and transfer courses.

d. It should be--of course the student would have to take all specifically required courses for the degree.

5. Could the state establish, standardize, and publicize criteria for assigning credit to nontraditional educational experiences?

a. Yes.

b. No.

c. Yes. The community college system has gone this way to some extent by awarding CLEP credit to nontraditional educational experiences?

d. Yes--but it would probably be a most difficult task.

6. What effect should program accreditation have on articulation?

a. Accreditation is extremely important since it is essential for students to attend such institutions.

b. High priority.

c. Articulation must depend on appropriate accreditation.

7. Should the role of accreditation agencies other than Southern

VI. Transferability and Articulation Cont.

Association of Colleges and Schools be reduced in technical programs?

a. Yes.

b. Yes. Too often accrediting agencies are not familiar with local conditions and appear to be in the business to perpetuate their own existence.

c. Yes--but this is impossible.

VII. Adult and Continuing Education

1. What criteria should be used to determine the priority of the educational component (course, seminars, workshops) of community services as contrasted to its community, cultural and convocational responsibilities?

a. The Adult and Continuing Education program of a community college should be so designed that it meets the wants and needs of the people within the service area of that college. The program should be flexible enough to respond to changing needs of the community. The primary focus of the programs should be upon community needs. Generally, the program should be self-supporting. However, there should be some funds available to utilize in emerging problem areas of general adult education activities. Budgets in this area sould reflect some program monies.

If a state-wide planning and coordination group were established for Adult and Continuing Education, such a group might consider the establishment of competencies for common CEU course offerings. This would enable local planning groups to review possible local CEU course offerings with some indication of what the outcome of such courses should be. This would further assist local groups in the selection of instructors to carry out the courses.

b. The criteria I suggest is that education is the primary function of the college. Resource sharing is secondary. I believe that if other institutions or agencies can do or are doing the job we should give it a low priority.

c. Local needs.

d. The criteria to determine the priority of the educational component as contrasted to its community, cultural and convocational responsibilities in the assessed needs of the community and the resources of the college and the community.

e. I feel the same criteria should be used to determine all

VII. Adult and Continuing Education Cont.

community service programs whether they be organized courses, seminars, workshops, or whether they be other activities. All criteria should include (but this is far from a complete list):

i. A need for the activity reflected by a survey, sufficient interest to have the number of persons participate to justify the effort, or other indications of need.
ii. The activity should be educationally sound. It should be an activity which is acceptable to the community.
iii. Qualified teachers (or performers, or leaders of the activity) are essential.
iv. The activity should benefit those who enroll, attend, or participate. Some evaluation should be done.
v. An advisory group from the community should assist in planning the program in community services.

f. An additional set of criteria might be established in "Standard Nine" of the Southern Association of Colleges and Schools' regulations.

Of primary concern in the establishment of priorities for continuing education courses, seminars and workshops, would be the existing and future requirements for continuing education activities by professional and licensed practitioners to meet recertification and/or relicensing.

Of equal importance on a priority scale would be those courses, seminars and workshops which would provide for occassional update and/or retraining of those professionals not required to meet CEU's for recertification and/or relicensing but who, because of technical advancements, require continuing education to maintain their occupational levels.

Of less importance, yet of high priority, would be those courses, seminars and workshops for which a need has been identified to meet the local demands for civic, economic and/or societal needs of the community, i.e., programs to prepare the aging for retirement; and programs to increase public participation in local, state and city governments.

g. We have no recognized recreation program therfore we have no way of knowing the effects on recruitment and retention; however, those institutions which have such voice opinions that such do have positive effects on recruitment. We do have a community concert series which I feel has a positive effect on raising the community's awareness of the college. The series is also stressed when speaking to prospective students.

VII. Adult and Continuing Education Cont.

h. The demand of the citizens of the community and the resources available.

i. As long as we have self-generating programs, there are few priority problems--if such exist, each instance is handled on an individual basis.

2. As a statutory change to the CommunityCollege System, hence a requirement and responsibility, should community services operate unfunded, as a self-supporting educational facet in adult education?

a. I think we need more funding for administrative staff, supplies and equipment, but not for the programs. I like the flexibility of self-generating programs.

b. No, it is unreasonable to expect a community college to provide as much time for a program for which it is unfunded as to one from which it received its daily bread. (FTE)

c. Community education and community service should be budgeted. It should be a recognized educational unit in the community colleges and not have such a minor as it now has.

d. Absolutely not.

e. As long as community services operate unfunded, as a self-supporting educational facet in adult education, many needs will go unattended and many people unserved.

f. Community services should be funded by regular state funds. This funding may not need to be complete, however, if the participants pay a reasonable fee for the service, andif these funds can be used only for support of community services.

g. The self-supporting concept for community college/community service activities does not create an adverse situation for those services which are provided to individuals seeking recertification and/or licensing. In addition, the self-supporting requirement for community college/community service programs for those individuals who desire occupational update and/or retraining, poses no financial hardship when these programs are presented on a self-sustaining basis.

Additional community college/community service recreation and self-enrichment programs, which are usually provided on a prorated cost per student enrolled, meets the needs of those individuals who can financially afford to pay these nominal per capita cost. Many local residents,

VII. Adult and Continuing Education Cont.

however, are often unable to take benefit of these recreational and self-enrichment programs because of their limited incomes.

The self-supporting concept for the community college/community service educational programs appears to have an adverse effect on an increasing number of aging and senior citizens. In this regard, the disadvantaged and low-income families of the community college service area are often prevented from participation in the community college/community service activities because of the required nominal tuition charge. A source of funding for community college/community service adult and continuing education activities as they relate to the aging, senior citizens, disadvantaged and low-income families, would greatly enhance the impact of these activities on the service area.

3. What should be the primary focus of the community services programs citizenship training through reskilling, updating and new skill development?

   a. I don't understand the question--We try to cover the waterfront instead of having a primary focus.

   b. I am not sure I understand the question, but the primary focus in my judgment should be to meet the needs of the ever-changing community be it continuing education or job up-grading. This is what makes a community college so unique and difficult to organize and plan for. It is virtually impossible to plan a program a year in advance when you are trying to respond to the immediate needs of a community.

   c. The primary force should be in meeting community needs as identified by the community.

   d. Local needs.

   e. There are two primary focuses of the community services programs citizenship training through reskilling, updating and new skill development. These are: the needs and nature of the individual and the present and projected job market in the region.

   f. I believe the community service program should be broader than reskilling, updating, and skill development. While all of these are worthy and should be part of the program, I would not accept the idea that they should have the Primary emphasis in all communities.

VII. Adult and Continuing Education Cont.

g. Programs in citizenship training should have a primary focus of meeting the local needs in this area. Courses, seminars, workshops, and forums should be provided to meet the local needs. Participation by the community service staff of the college should be active in off-campus civic activities where problems of citizenship, retraining, updating and new skill development requirements might be identified.

4. What is the most appropriate educational unit for the state-wide planning coordination and evaluation of the CEU courses (individual/ institutional)?

a. CPHE

b. When a grade is being given (CEU) there should be consideration as to the type or amount awarded. This can only be done by a state-wide coordination. It would appear then, that some arm of the Council or State Board of Education would be most appropriate.

c. We need both units. They serve different programs.

d. Both individual and institutional continuing education units are appropriate for state wide planning coordination and evaluation. If the individual CEU is emphasized and the institutional deemphasized then we run the risk of developing a technocracy at the expense of humanistic values.

e. I feel both institutional and individual CEU's are needed to measure continuing education. I like the present policy being used by the CCS, which is essentially the same as the Southern Association for Colleges and Schools, in its standard on special educational acitvities.

f. Do not favor statewide control and/or planning.

5. What is the role of the continuing education advisory council in program priority determination? Regional? Local?

a. The continuing education advisory council should be only on the local level in the case of community colleges. The local advisory board will be used to suggest priorities.

b. We use a local advisory committee to assist with planning and public relations.

c. I do not know.

VII. Adult and Continuing Education Cont.

d. The advisory council should be advisory only. The coordinator should consider the advisory council to be one of several inputs into developing program priority. Other inputs are the director, division chariman, agencies, companies, and availability of resources.

e. Local-great deal of involvement.

f. The role is advisory. It should remain this, both at the regional and local level.

6. What criteria should be used to determine the consultants, teaching staff for community services CEU courses? (effect on credentialization and transcripts)

a. Selection of consultants should be left up to the coordinator of community services and the appropriate division chairman. Each community college should have the freedom to determine its course content and instructor to meet the needs of its target group.

b. We get the best person available in our judegment using both academic preparation and experience as criteria.

c. Local discretion. Responsible people should be hired, properly budgeted and programs turned over to them to be implemented.

d. The criteria for the selection of continued education course teachers is their ability to teach a course. This means that they must understand people, teaching and their subject. Academic credentials for these teachers are not a good criteria for selection of teachers for skill oriented classes.

e. Local needs and resources.

f. All persons should be qualified to teach or lead the activities. I do not believe community service activities should award college credit. This is what makes these programs unique, and, I think, appealing. This gives community service activities the flexibility that they need.

g. "Standard Nine" of the Southern Association of Colleges and Schools provides criteria to be used to determine the consultant, teaching staff for community service CEU courses. We comply with "Standard Nine".

VII. Adult and Continuing Education Cont.

7. Is a state-wide master plan desirable for the instructional component of community services?

   a. A state-wide master plan for the instructional component of community services could have the effect of destroying the one aspect of the community college that helps it to respond to the real needs of the community. The community service program must be free to develop without the overwhelming restraints of a centralized bureaucracy.. If we are not careful the community service function will be controlled like the other two functions. It should be left free to experiment and mold new educational forms to meet the needs of the people it seeks to serve. Too many records, too much accountability and a state-wide master plan will kill its spirit.

   b. No.

   c. No. The only state involvement should be the determination of the awarding of credit and assistance in budgeting. It is impossible to create a plan in Frankfort that will suit the needs of any one community to say nothing of the number of communities in this state needing educational assistance.

   d. NO-NO-NO-NO-It would be insensitive to local needs.

   e. This depends upon the detail which is involved, and whether it is restrictive and mandatory. Generally, I believe community services should be planned locally for each community.

   f. No. Statewide master plans often result in adverse rather than desirable outcomes due in part to the unique regional needs of the Commonwealth.

8. Could duplication in CEU course offerings be eliminated by a centralized reservoir or repository for effective use of manpower and research application?

   a. It is doubtful that duplication in CEU course offerings could be eliminated by a centralized reservoir or repository even though such a reservoir or repository may be highly desirable as a source from which to draw.

   b. I doubt it.

   c. Possibly, again, it is not realistic to expect people to travel long distances for CEU courses.

VII. Adult and Continuing Education Cont.

d. Could duplication in CEU course offerings be eliminated by a centralized reservoir or repository for effective use of manpower and research application?

e. I do not see any problem in duplication in CEU course offerings. Any problem of this nature which exists, should be worked out locally. I do not believe that cooperation can be effectively legislated. As more organizations get involved in community services, cooperation and coordination will become more important. The head of each program at the state and/or national level should have policies which enable and promote cooperation, rather than competition, in the local communities.

f. Yes.

g. Duplication is not a big problem. We have an informal communication system and we sort block out areas of expertise in which each service group concentrates it energies.

VIII. Recreation and Cultural Needs

1. What role do recreation and cultural programs play in the recruitment and retention of students?

a. The recruitment of incoming freshman is enhanced by recreational and other outside class programs. It is my belief that any activity that helps make a school the center of community activity is helpful to both recruitment and retention.

b. Minor role.

c. It helps but is not a crucial area.

d. Social and cultural activities are an important part of the educational process. If a community college, expecially one operating in a rural area, is to really be a community college, then social and cultural activities become even more important. Rural areas quite often are limited as far as activities of this type are concerned, and if the community college is to meet local needs then these activities are essential. Furthermore, college-age students begin to expect such activities to be provided in the college setting. If all this is true, then state funds become necessary in supporting social and cultural activities. Because rural areas generally have a low economic base, state support becomes even more critical. Limited activities might be supported by student fees. These fees should be built into tuition charges, but they should be returned to the local institution for local programming. Almost any community college

VIII. Recreation and Cultural Needs Cont.

can develop a program of student activities, provided that facilities and adequate financial resources are available.

e. We have no recognized recreation program therefore we have no way of knowing the effects on recruitment and retention; however, those institutions which have such voice opinions that such do have positive effects on recruitment. We do have a community concert series which I feel has a positive effect on raising the community's awareness of the college. The series is also stressed when speaking to prospective students.

f. I feel that recreation and cultural programs play a very minor role in the recruitment of students, but a major role in the retention of students. The major enticement of community colleges is their academic programs and low cost. However, extracurricular activities are of vital importance to students. It provides students with an opportunity to socialize with one another and also helps to develop a sense of unity and identity.

g. Studies indicate that the availability of recreation and cultural programs affects the overall climate of an institution and do indeed play a part in the recruitment and retention of students. One study carried out by the University of Missouri indicated that institutions with outstanding student activity programs had on the average a 50 percent lower dropout rate than institutions with mediocre programs.

2. What criteria is needed for development of an effective program of student activities?

a. Budget. The interests of the students can be generated, in my judgment, when programs are available to them. Not all programs can receive a large attendance, but when you are dealing with a total enrollment of 800, and 80 students participate in an activity, you have reached 10% of the student body. A like percentage at a larger school such as University of Kentucky would involve 2500 students.

b. Information on enrollment, facilities, and student desires are necessary--I don't think specific criteria can be established.

c. I don't know. Students, in our area, do not get very much involved in the programs. They do not attend well. They do not plan well.

VIII. Recreation and Cultural Needs Cont.

d. Factors to consider are activities available in community, student needs, student requests or desires, and funds that are available or can be obtained.

e. In order to develop an effective program in Student Activities, I feel that there are three major items that are needed. They are facilities, money, and staff. Very few, if any of the Community Colleges have all three. More on-campus recreation facilities are needed, and a full-time staff person, such as a P. E. and/or a recreation coordinator is required. As with any program, an adequate budget is necessary.

f. Local criteria based on assessment of student interests and needs.

3. Should recreation and cultural activity programs be supported by state funds?

a. Yes, to some extent.

b. Yes, not inter-scholastic.

c. Yes, low priority.

d. Yes. The University budgets for recreation and sports are very large. We are all part of the community. Community College students are just as fine and deserving citizens as are the imports who attend the major universities in Kentucky.

e. Student recreational programs or intramural activities should be supported by state funds; however, I feel intercollegiate activities should not be unless it is associated with an academic class. Cultural activities should most definitely have state funds support.

f. The State should provide some money for recreation and cultural programs. I realize that academic programs should recieve top priority but students learn a great deal by participating in activities outside the classroom. Our task is to educate the "whole" student, and money should be available for all aspects of his educational experience.

g. Ideally, yes, since such programs extend, enhance and support academic programs and provide balance to the student's educational program.

4. Should recreation and cultural programs be supported by student activity fees? Should these fees by an integral part of tuition charges?

VIII. Recreation and Cultural Needs Cont.

a. Yes, in my judgment, it would be an acceptable compromise. I do not believe that the current method of funding student activity if the community college system (the selling of student association tickets) is a long-range solution.

b. Recreation and cultural programs should be supported by student activity fees. This is debatable--I favor including such fees in tuition charges.

c. Yes. No.

d. Funds should be available through student fees, state funds, and small admission charges. I have found that activities that have an admission fee are better attended than those that do not.

e. I am opposed to operating recreational and cultural programs with Student Activities fees. The primary goal of the Community College is to provide low cost programs to its students. Many students cannot afford the extra money. If an activity fee is the only way of operating a recreation/cultural program, I would be in favor of this activity fee being an intrical part of the registration fee. When the fee is separate from the registration fee and is optional to the student, very few students pay the fee.

f. Student activity fees or tuition charges are two valid ways to support such programs depending on a number of factors. How these programs are supported is not as important, in my opinion, as the commitment that they should be supported in some way. I do not feel, however, that General Fund money should be used to support expensive, "professionsl", intercollegiate athletics in any type of public post-secondary institution.

IX. Planning, Management, and Evaluation

1. What should be included in an evaluation plan for an institution?

a. The question is so open-ended that it would be difficult to answer in this questionairre. The most important thing, of course, is the delivery of academic service to the community. Other ancillary services are important and, of course, should be evaluated.

b. Review of objective, goals, programs, staff, accomplishments, etc.

c. SACS standards and locally developed criteria.

IX. Planning, Management and Evaluation Cont.

d. Evaluations are based on the criteria of goals and objectives which have been accepted by the schools. Budget limitations, space limitations and equipment limitations should also be considered.

e. An effective community college should have two type of evaluation: One is ongoing, which should be conducted from without. The ongoing internal evaluation should reflect needed changes in planning and mangement. With the involvement of employers, graduates, and students overall program effectiveness can be appraised. Such involvement would provide information relative to new courses, course changes, employability of graduates, while at the same time providing significant input to new program determination. External evaluations might be conducted by the Council on Higher Education, the parent institution, or appropriate accrediting agencies.

The Administration of the local college should be the primary authority in the management and operation of programs. Other state agencies or boards need only be involved to the extent that proper management of limited financial resources is achieved statewide.

f. The master plan of an institution should have both long range and short range goals and objectives for which the institution and the community college system should be held accountable.

2. What accounting and evaluative criteria should be used to assess the following dimensions of a program? Quality? Product or outcome? Need for program? Relevance and process of instruction?

a. A few of the factors that should be included in assessing the outcome and need for programs would include participants, reaction of participant, obvious changes in the community, requests for repeating program, and success of participants after completing a program.

b. All of these qualities certainly should be used.

c. Success of students after completing program, employment opportunities and demand for personal improvement reasons, student, peer and employer ratings.

d. A few of the factors that should be included in assessing the outcome and need for programs would include participants, reaction of participants, obvious changes in the community, requests for repeating program, and success of participants after completing a program.

IX. Planning, Management and Evaluation Cont.

3. What information is needed for evaluation, planning and management of institutions?

   a. A report produced by each institution along with a visitation. Interviews, recommendations, and reports should be the result.

   b. Student and staff statistics, costs, program needs.

   c. The following is necessary:

      Budget commitment information that is long range and definite
      Budget control
      Stability of personnel (The turnover rate is presently too high to permit us to build a program. We are always teaching teachers.)
      Planning requires commitment over a long range. It cannot be done when all the control is at the systems level.
      Contingency planning is necessary.

4. What roles should the various levels of administration have in the management and operation of programs? Council on Public Higher Education? State Occupational Board? University of Kentucky Board of Trustees/Board of Regents of Regional Universities? Community College System/Regional University Community College Programs?

   a. I feel the administrations at the institutional and state levels should become more student and service oriented rather than concentrating on how to "toot each organization's horns". They should develop a sharing and cooperative attitude toward providing education and training to students in the areas served. For example 50-60 individuals have expressed a commitment to enter an Associate Degree Nursing Program if it were available at Hazard. In such an instance why could EKU not provide the nursing staff for the clinical portion of the program and Hazard Community College provide the prerequisite or academic courses?

   b. All should have a role in the management of programs. The operation of the programs should be with the local college, not their supervisors (i.e. University of Kentucky). In my judgment, the state boards should oversee the management of such programs, but not be involved in the actual delivery of services.

   c. I like the status quo--I see no reason for changes.

   d. This question is dependent on too many factors. I believe all should advise and that the individual community college

IX. Planning, Manamgemnt and Evaluation Cont.

e. should make every decision on implementation. Periodic review of the individual community college should occur periodically and at that time revisions and corrections would take place.

I believe the whole college performance is affected by the various levels of administration, therefore, changes should be viewed in the context of how they influence the whole.

ATTACHMENT II

SUBCOMMITTEE ON COMMUNITY COLLEGES

CRITERIA FOR ESTABLISHING OF TWO-YEAR INSTITUTIONS

(As proposed by Cresap, McCormick and Paget, amended
and recommended by Council's Committee)

(Edited by Subcommittee on Community Colleges
Governor's Task Force on Education - July 1977)

RECOMMENDED CRITERIA FOR COMMUNITY COLLEGES

It is recommended that the following modified criteria be considered for use in deliberations concerning the establishment of additional two-year institutions.

- Evidence of Need. The region to be served by a community college shall show evidence of the need for such an institution and of the continuing opportunity for placement of a sufficient number of graduates in employment and in four year colleges and universities to justify the programs.

- Minimum Population Requirement. The primary service area should have a minimum population of approximately 50,000 to ensure a strong nucleus of the total enrollment, support for scholarships, and employment opportunities for students and graduates.

- Outlook For Community Growth. The community must have an immediate history of growth and development and provide appropriate evidence that the growth trend will continue at a rate considered realistic for the particular community in question.

- Evidence of Support. The community must show evidence of support in terms of its capability to provide an equitable level of continuing financial backing, as well as other types of supporting commitments or contributions such as land, facilities or services.

- Evidence of Continuing Local Interest. Specific evidence pointing toward continuing local interest in the future of the institution must be presented and should be identifiable in terms of the quality of local membership, economic growth factors, and financial and other commitments.

- Minimum Student Enrollment. The primary service to be served by the college should have a minimum of approximately 1,000 students graduating from its secondary schools annually, and initial minimum enrollment for the proposed institution should be 350 with a potential of 500 students within three to five years.

- Commuting Area. The boundaries of the service area are defined in terms of an approximate one-way travel time of three quarters of an hour.

- Relationships to Other Institutions. The basic role of the proposed institution must be clearly defined and assurance must be available that it will not be in conflict with either existing or planned public or private educational institutions in the same general geographic area.

If an institution of higher education is located within generally the same geographic area, the guideline stipulating the minimum number of high school graduates should be increased.

- Availability of Part-time Instructors. Evidence must be presented pertaining to the availability of qualified part-time instructors, especially during the formative years of a new college.

- Attractions for Faculty. The community must be in a position to provide evidence of the ready availability of appropriate housing at an equitable cost and have available adequate schools and other necessary facilities for prospective faculty and their families.

- Evidence of Adequate Physical Site. The community must present evidence relating to the availability of a site meeting the standards for a community college.

  Minimum standards for a nonmetropolitan site should include usable acreage of not less than 100 to ensure adequate potential for growth, ready and safe accessibility to site from existing highways and the provision at the site of necessary utilities.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Conservation of Energy

Having considered a wide range of problems and issues concerning conservation of energy in the elementary and secondary schools of the Commonwealth of Kentucky, along with limited discussions on the colleges and universities, and having concluded its charge as outlined by the Governor's Task Force on Education to the best of its ability, the Subcommittee on Conservation of Energy makes the following recommendations:

SHORT-RANGE GOALS

1. THE DEPARTMENT OF ENERGY, ACTING IN CONJUNCTION WITH THE DEPARTMENT OF EDUCATION, SHOULD INITIATE AND IMPLEMENT A COMPREHENSIVE "AUDIT" PROGRAM FOR ALL ELEMENTARY AND SECONDARY SCHOOLS AND ALL PUBLIC SCHOOLS OF HIGHER EDUCATION. AUDITING SHOULD EITHER BE LEGISLATED OR MANDATED AS POLICY THROUGH THE DEPARTMENT OF EDUCATION ACTING IN CONJUNCTION WITH THE DEPARTMENT OF ENERGY. (As guidance, attached herewith as Exhibit "A" is a study conducted by Hugh Dillehay and Associates in the Fayette County School System.)

2. THE DEPARTMENT OF EDUCATION SHOULD INITIATE AND IMPLEMENT, WITHOUT UNDUE DELAY, A COMPREHENSIVE ENERGY AWARENESS PROGRAM AS OUTLINED IN THE KENTUCKY ENERGY CONSERVATION PLAN PREPARED BY THE DEPARTMENT OF ENERGY. IT SHOULD ALSO MAKE USE OF A STUDY PREPARED BY LOU PAWLEY OF THE JEFFERSON COUNTY BOARD OF EDUCATION. (Both documents are attached hereto as Exhibits "B" and "C" respectively.)

3. LEGISLATION SHOULD BE PASSED INCREASING THE MINIMUM FOUNDATION PROGRAM OR ADDING APPROPRIATE PROVISIONS THERETO THAT WOULD ALLOW FOR THE INSULATION AND OR RENOVATION OF EXISTING STRUCTURES.

4. INASMUCH AS A GREAT DEAL OF ENERGY IS WASTED DURING UNOCCUPIED PERIODS, THE APPROPRIATE DEPARTMENT OF STATE GOVERNMENT SHOULD INITIATE AND IMPLEMENT A UNIFORM TEMPERATURE CUTBACK RANGE FOR ALL SCHOOL SYSTEMS, TAKING INTO CONSIDERATION THE DIFFERENCES IN CLIMATE AND TOPOGRAPHY OF EACH SYSTEM. THE DEPARTMENT SHOULD ALSO DEVELOP A UNIFORM TEMPERATURE RANGE DURING OCCUPIED PERIODS AFTER ADDITIONAL STUDY DETERMINES THE PECULIAR CHARACTERISTICS OF THE VARIOUS SCHOOL SYSTEMS.

5. LEGISLATION SHOULD BE PASSED CREATING AN "END USE" SYSTEM THAT WOULD GOVERN PRIORITIES IN TIMES OF SHORTAGE TO THE EXTENT THAT SAID SYSTEM WOULD NOT BE CONTRARY TO ANY F.E.C. (FEDERAL ENERGY COMMISSION) REGULATIONS AND WOULD NOT ABRIDGE ANY CONSTITUTIONAL RIGHTS OF PRIVATE INDUSTRY. AN "END USE" SYSTEM IS NEEDED IN

ORDER TO REMOVE THE INCONGRUITY AND INEQUITY THAT ALLOWS PLACES OF ENTERTAINMENT AND INDUSTRY TO REMAIN OPEN DURING TIMES OF SHORTAGE WHILE THE SCHOOLS ARE FORCED TO SHUT DOWN.

6. FURTHER STUDY SHOULD BE GIVEN TO EXTENDING THE CHRISTMAS VACATION AND SHORTENING THE SUMMER RECESS, OR IN THE ALTERNATIVE, MAKING THE COLDEST MONTH IN THE YEAR A VACATION PERIOD, WHILE ONE OF THE SUMMER MONTHS WOULD BECOME PART OF THE SCHOOL CALENDAR.

LONG-RANGE GOALS

1. IT WAS THE OVERWHELMING OPINION THAT THE COMMONWEALTH SHOULD IMMEDIATELY BEGIN TO LAY THE GROUNDWORK FOR CONVERTING TO THE USE OF COAL AS THE PRIMARY HEATING SOURCE OF THE SCHOOLS. WHILE NO SPECIFIC DATE WAS SET, IT IS SUGGESTED THAT CONVERSION SHOULD BE COMPLETED WITHIN THE NEXT TWO DECADES.

2. THE DEPARTMENT OF EDUCATION, THROUGH THE DEPARTMENT OF BUILDINGS AND GOURNDS, SHOULD DEVELOP UNIFORM SPECIFICATIONS FOR ALL NEW SCHOOL BUILDINGS TAKING INTO ACCOUNT THE AFOREMENTIONED FINDINGS OF THIS SUBCOMMITTEE. SAID SPECIFICATIONS SHOULD INCLUDE DUAL OR TRIPLE ENERGY SYSTEMS; SPECIFICALLY COAL, SOLAR, AND POSSIBLY FUEL OIL OR NATURAL GAS. HOWEVER, SHOULD THE COST OF SUCH UNDERTAKING BE PROHIBITIVE, THE DEPARTMENT SHOULD UTILIZE THE MOST PRACTICABLE SOLUTION.

3. IT IS SUGGESTED THAT IN CONJUNCTION WITH THE DEPARTMENT OF ENERGY, THE DEPARTMENT OF EDUCATION SHOULD EXPLORE THE FEASIBILITY OF CONSTRUCTING ATHLETIC FACILITIES IN SUCH A MANNER AS TO UTILIZE INFRARED HEATING.

The Subcommittee on Conservation of Energy held a total of six meetings, four of which were public hearings. The meetings were held in the three locations, Frankfort, Lexington, and Louisville. These sites were selected because of their high concentration of people and because they were more easily accessible to a larger number of committee members.

The participation and attendance of the committee members was optimum and the chairman wishes to convey a special note of thanks to Stephen Bonney, Gayle Greer, John C. Wientjes, Owen Lawson, and Dr. Jerry Howell for their selfless dedication to the subcommittee's charge. A special note of thanks is also conveyed to Bob Johnson and Terry Wilson from the Department of Education; Bob Chenoweth, Assistant Attorney General; James T. Pawley, Jefferson County Board of Education; and Donald R. MacClellan, Jr., Columbia Gas of Kentucky and George P. Hehr, Superintendent of Harrison County Schools for technical and practicable advice.

Problems Considered and Sources of Information

A. The Committee considered the problems of conservation of energy in the areas that follow:

1. The feasibility and/or need for an ongoing audit program.
2. Elimination or reduction of energy waste.
3. Conversion of alternate sources of heating fuel and the responsibility for the increased cost.
4. Change or modification in the school calendar and schedule and the consequential effects of such a change.
5. Energy awareness program.
6. Adding to the curriculum an energy conservation course.
7. Renovation of existing schools.
8. Public acceptance, legislation and cost of a comprehensive energy conservation program.
9. Placing schools in a higher priority for the allocation of fuel in the event of a shortage (end-use).
10. The feasibility of serving prepared food in the cafeteria as opposed to hot meals.
11. Mass transportation for transporting students and the elimination of private automobiles.
12. Control of temperature or consumption during unoccupied periods
13. Uniformity in design of new structures and their ability to accomodate several heating systems.

B. The Subcommittee's sources of information were its members who shared accounts of their experience as educators and technical assistance in their respective professions. In addition to members, information was acquired from representatives of the Departments of Education and Energy, the Jefferson County Board of Education and Columbia Gas and Electric Company. Additionally, the subcommittee reviewed and studied the following reports:

1. "Kentucky Energy Conservation Plan"
2. "Energy Conservation Through Proper Maintenance of Heating and Air Conditioning System" by Lou Pawley, Director of HVAC Jefferson County Board of Education
3. "Energy Conservation Plan of Columbia Gas of Kentucky, Inc."
4. "Energy Conservation In The Schools," by Hugh Dillehay and Associates in conjunction with Donald T. MacClellan, Jr., Columbia Gas, Inc.
5. Public Schools Energy Conservation Service, Menlo Park, California

Major Points of Interest and Concern

Of the thirteen basic problem areas outlined above, the subcommittee's major interest focused on the following topics:

A. Conversion

Cognizant of the Arab Oil embargo of 1973; recovering from one of the severest winters in our history in 1966-67; and the awareness created by the public relations compaigns of Governor Carroll and President Carter to conserve energy and to seek viable alternatives of energy usage, the subcommittee considered the following alternatives:

1. Solar Energy: It was noted that solar energy is still in its primitive stages of development; would not be a practicable alternative in various regions of the state, due to climate and topography, and even if such a system were fully developed and refined the chances are it would still fail to fulfill one's complete energy needs. However, it was suggested that perhaps all new structures should be designed with the capability of accomodating such a system.

2. Coal: It was suggested that inasmuch as the country apparently has an abundant supply of coal, with Kentucky as one of the leading producers of this valuable natural resource, all school systems should be equipped to convert to coal usage by a day-certain in the future. However, it was noted that conversion would be costly and the cost should be borne by the state rather than by the individual school systems.

Moreover, it was observed that as there is a shortage in the supply of natural gas,so too would there eventually be debate as to the wisdom of constructing all new buildings in such a manner that they would be able to accomodate dual or triple heating systems (i.e. solar, coal and fuel oil). It was the concensus of the subcommittee that the Commonwealth should concientiously and realistically strive to convert to coal as an alternative source of energy.

B. Uniformity in Design

It was the concensus of the subcommittee that since it cannot be known how long any particular energy source will last, that all new buildings should be constructed in a manner as to provide for multiple heating systems. It was also suggested that all new buildings should possess certain fundamental design characteristics that would eliminate or diminish wasted space. For example, all heating, cooling, cooking and restroom fixtures and/or facilities should be housed in a common area. This arrangement would also minimize heat loss brought on by the entrance of pipes and fixtures in various areas of the building as opposed to entrance through a common area.

It was the conclusion of the subcommittee that the Division of Buildings and Grounds of the Department of Education should prepare a comprehensive program outlining the specifications of all new school buildings.

C. Change in School Calendar

Considerable debate and discussion centered around the feasibility and practicability of modifying the school calendar. A great amount of consideration was given to extending the school year into the summer months, but this suggestion was scrapped primarily because it would conflict with summer vacations of both the children and parents, and summer employment. Morever, a union representative observed that labor would probably take a strong stand against the change. Additionally the subcommittee felt that such a drastic change would not set too well with the attitudes and custom of the general populace. However, the subcommittee concluded that the appropriate authority should undertake a study and determine if such a modification would allow for an appreciable reduction in consumption.

Extended debate focused on later starting times. The reasoning was if school begins later in the day the building is not apt to be as cold as it would early in the morning, therefore, less fuel would be consumed. Another attractive feature of this proposal was that the children would avoid peak traffic hours in the morning and shorter routes could be taken to the schools, which would result in less gasoline usage and a decline in the risk of highway accidents.

However, this idea was discarded when our consultant from Columbia Gas observed that no significant reduction in consumption would be realized. It was also pointed out that such a change would not avoid the afternoon peak traffic hours, and furthermore, would cause conflict with afternoon employment.

Notwithstanding the aforementioned observations, the subcommittee felt very strongly that some modification in the school calendar was needed; therefore, it was the general consensus of the group that perhaps the Christmas vacation should be extended on either side of the holiday. This method would keep the children out of school during the coldest period of the year. However, it was felt that some discretion should be left to the individual districts because of climactic differences. Furthermore, it was observed that school would have to be extended into the summer with the resulting problems mentioned hereinabove. Finally, the period around Christmas may not be very cold and therefore, unnecessary to close the schools.

D. Energy Awareness

The greatest amount of debate and discussion focused on the concept of "Energy Awareness." A wide range of topics were discussed, some of which have previously been touched upon in this report. Included in this area of discussion was the advisability of including a course on energy conservation in the school curriculum. This idea was not pursued for economic and practical reasons. First, it was noted that the teachers were already overworked and would balk at added responsibility; secondly, energy conservation is touched upon in several natural science courses; thirdly, the school would have to increase its budget to account for the added course; finally, a general energy conservation program would probably accomplish greater results.

Renovation of existing structures received a great deal of consideration. It was pointed out that the vast majority of school buildings, particularly the old, lose a great deal of heat (and air conditioning) in the roof area. Therefore, it was suggested that all buildings should be properly insulated. It was estimated that insulation, plugging leak stoppages, calk gunning cracks in windows and a reduction in water and heat temperatures would cut energy consumption 30% to 50% and the cost of such preventive measures would be returned in two years.

The need for an ongoing Audit program received the unanimous approval of the subcommittee members. It was felt that each school system should be audited and allocated a certain amount of fuel for a given period, with a mandatory penalty for excessive consumption.

It was observed that while the cost of renovation, auditing and the implementation of an energy awareness program should be borne by the state, no statutory vehicle exists that follows for this increased cost and that the "Minimum Foundation Fund" does not provide for the expenditure.

Also included under this topic was the need to place schools in higher priority for allocation purposes in times of fuel shortage. It was noted that priority grouping depends upon the contractual arrangement between the supplier and consumer; that in return for cheaper prices the schools consent to being placed in low priority in times of shortage. The subcommittee felt, however, that Kentucky should implement an "end use" system to prevent this inequity.

Finally, it was discovered that the vast majority of energy is consumed during unoccupied periods, and that there is no uniformity in temperature among the systems during the unoccupied periods. It was unanimously agreed that each system should observe a consistent cutback arrangement, taking into consideration climatic and topographical peculiarities.

Exhibit A
Page 1

HUGH DILLEHAY
And Associates
INCORPORATED
Consulting Engineers

PHONE 272-7656

3499 LANSDOWNE DRIVE
LEXINGTON, KENTUCKY 40502

February 10, 1976

FAYETTE COUNTY PUBLIC SCHOOLS
RECEIVED
FEB 23 1976
BY
SUPT. OF SCHOOLS

Dr. Guy S. Potts, Superintendent
Fayette County Public Schools
701 East Main Street
Lexington, Kentucky

Dear Dr. Potts:

This is a report which will outline the work that has been done in the Fayette County School system in behalf of fuel economy, the results to date and recommendations for final operation.

1. Readjustment of Outside Air

Last fall we recommended to you that the outside air in all heating and ventilating equipment be reduced to 10% in lieu of the 25% at which they were operating. We also recommended that all night thermostats be set at 55°. Upon your authorization we commenced this work and report to you at this time that the outside air on all units has been reduced to 10% and with a few minor exceptions night thermostats have been set at 55°.

We were also instructed to repair and/or modify all heating equipment where necessary in order to effect this change. This has been done also.

2. Time Clocks and Night Setback

During the work involved in the outline above, it came to our attention that several schools did not have time clocks. With your approval we initiated the installation of time clocks at all schools not already having them. At this point, I began to be concerned with the overall operational dependability of time clocks and recommended to you that the time clocks be installed and remain as a backup device for closing down the heating system during unoccupied times, but that a night-auto switch be installed at each school, as the primary procedure for transferring the heating system to unoccupied or night setback position.

Our recommendation for this procedure was based on the fact that if a building was manually placed in the night position by the custodial personnel it would remain in this position until the custodial personnel reversed it to auto operation. This would readily permit the schools to remain in the night position during weekday holidays, unpredictable "snow days," extended vacation periods, etc.

Exhibit A
Page 2

Upon your authorization we proceeded with this work and it is now complete. The principals and custodians have been instructed in the proper procedure of this operation; however, I feel that additional instruction is necessary and I am preparing a written pamphlet on this for distribution to school personnel.

3. Fuel Adjustment and Cost Analysis Studies

As we examined the fuel bills during the months of October and November, it became apparent to us that our effort to conserve gas was in fact producing pretty much our predicted results. We were aware that we had changed the night setback temperature and had adjusted the outside air intake; however, we felt that if we were to continue to make further improvements in the fuel consumption it was necessary for us to know the impact that each of these adjustments was having on the final consumption. In order to accomplish this it was necessary for us to know what percent of our fuel was being consumed during occupied times, this being effected by our outside air setting, and how much of our fuel was being consumed during unoccupied times, which was effected by our night setback temperature.

At about this same time we took a long look at the recommended 68° temperatures in classrooms, since it appeared to us that there was a strong possibility we might be incurring considerable discomfort to the students while saving a relatively small amount of fuel.

It became apparent to me that an in-depth study of the fuel consumption characteristics of a school building needed to be made in order to pinpoint the areas where the greatest efforts should be directed. I requested from you and was subsequently granted the authorization to make this study. This phase of the work is not yet complete; however, during the past three months we have compiled signifigant data which we feel should be presented.

When I began these studies, I was surprised to learn that there was no data available which was in the form that we could use. A study such as this, to my knowledge, had not been undertaken before. For example, the number of degree days of heating per year is readily available; as a matter of fact, even degree days per month is readily available. However, for purposes of our study it was necessary to know at what time of day each of these degree days occurred and further, it was necessary to know the quantity of degree days that occurred during various outdoor temperatures between 0 and 70: and further still, the number of hours per year that each of these outdoor temperatures occurred and at what time of day.

In order for us to prepare the ground work of our study, we prepared four charts. One chart plotted degree days vs. outside air temperature during the eight hour school period. The second chart plotted degree days vs. outside air temperatures for the eight hours immediately following the school period and the third chart had the same coordinates for the eight hours immediately prior to the school period. The fourth chart was a summation of the first three, covering an entire twenty-four hour day.

With this ground work completed, we were ready to make the following observations.

1. Total number of heating degree days below 69° - 4852

2. Total number of heating degree days below 45° - 941

3. Total number of heating degree days below 39° - 478

4. During the period of the entire heating season, the building is unoccupied approximately 76% of the time.

5. Therefore, the building is occupied only 24% of the time.

6. In order to reduce this information into more meaningful language, studies were made at the Lansdowne Elementary School. The following information is applicable to this building only; however, with minor adjustments it would be representative of the major number of schools in the system.

A. During occupied times there is sufficient heat gain in the building to offset a 33° temperature variance between outdoors and indoors.

B. From Item A above, it follows that any time the outside temperature is at or above 39°, the building has sufficient internal heat gain to maintain 72° without supplying additional heat. It also follows that the building has sufficient internal heat gain to maintain a temperature of 68° any time the outside temperature is at 35° or above.

C. The total energy consumed, therefore, to maintain an indoor temperature of 72° in lieu of 68° is approximately indicated by the number of degree days which occur between 35° and 39°. That number of degree days is 176.

D. In summary, out of the total number of 4852 heating degree days per year, only 176 of them are chargeable to maintaining 72° in classrooms instead of the 68°.

E. These studies indicated that 176 heating degree days reflect an annual consumption of 80 mcf per year. Figuring gas at $1.46 per mcf, this meant that there was an annual savings of $116.80.

From the above observations it became apparent to us that no appreciable amount of fuel was going to be saved in the school system during occupied times. I then extended my studies to include the heating characteristics of schools during unoccupied times and made the following observations.

1. Based on indoor temperature of 69°, there were heating degree days numbering 3943 out of a possible 4852 when the building was unoccupied.

2. From our charts we found that if the building was maintained at 65° in lieu of the 68° during unoccupied times the total heating degree days was 3417.

3. Similarly, we found that if the building were maintained at 55° during unoccupied times, the number of heating degree days was 1852.

4. Finally, we found that if the building were maintained at 45° during unoccupied times, the heating degree days would be 812.

It appears, therefore, that if the building were maintained at 45° during unoccupied times and if it were maintained at 72° during occupied times, the total number of applicable degree days per year to maintain comfort in the school building would be 812, plus 386 heating degree days, for a total of 1198 heating degree days. (Note: the 386 degree days referred to above is the total number of degree days which occur during the time the school is occupied and when the outside temperature is below 39°.)

At this point it is necessary to inform you that the above figures must be used with extreme caution. There are many problems involved which are rather complex and in some cases unknown, which of necessity make this information an approximation of the facts. Some of these items are solar gain, building mass, ground temperature, etc. The main thrust of this presentation is to identify the direction we must take to get maximum utilization from fuel rather than to make an exact prediction of what the savings will be.

In view of the rather startling information which my research indicated, I have reviewed my calculations with Columbia Gas of Kentucky and subsequently in the accompanyment of Don McClelland presented these findings to the main office in Columbus, Ohio. Their research department, while never having made this type of analysis before, accepted the validity of our research and the end results. As you know, they have recommended as their policy that all thermostats be set at 67° for fuel economy; however, they felt that due to the large quantity of air which is being circulated in the classrooms for ventilation that a space temperature in the neighborhood of 72° would not be out of line to maintain an effective or equivalent temperature of 67°-68°, as one would experience under more normal conditions.

Exhibit A
Page 5

It is my opinion that the small amount of savings effected by maintaining temperatures in classrooms at 68° is not justifiable from either the standpoint of energy saved or money saved.

It is therefore my recommendation that the school classrooms be maintained at 72°. It is my opinion that substantial volumes of gas and substantial sums of money can be saved by maintaining the school buildings in the unoccupied cycle as long as possible and that the unoccupied temperature be maintained at 45°.

I recommend as a general policy that all buildings be brought on the occupied cycle at 7 a.m., and that they be removed from the occupied cycle at 2 p.m. I recommend that the unoccupied temperature be 45°.

I feel that this will cause some concern in portions of the buildings such as gymnasiums, which are used during evening hours. If you feel it is necessary that these problems be met, then I would recommend that the control systems in these areas be adapted (if not already so) such that only these areas can be maintained at occupied temperatures during designated hours.

There are other problems which conceivably will arise, such as the danger of isolated cases of freezing pipes or perhaps heat detection equipment being set off during rapid morning warmup. I feel that this should not alter our course, and that these problems should be remedied if and when they arise.

Yours very truly,

HUGH DILLEHAY AND ASSOCIATES

Hugh D. Dillehay

Hugh D. Dillehay, P. E.

HDD/m

Exhibit B

PUBLIC EDUCATION CURRICULUM MEASURE

Program Measure Goal

The Kentucky Department of Education will develop and implement appropriate techniques for introducing energy concepts into the curricula and education program of the public elementary and secondary schools of Kentucky.

The energy education program will be interdisciplinary. The activities outlined below will be implemented with the intention of involving all Kentucky public elementary and secondary teachers and students, reaching a total of 1,481 schools with a total enrollment of nearly 750,000 students.

During the program period, students will initiate energy saving projects and activities, as outlined in the curriculum packet developed. These activities will effect conservation of energy through application at home and at school. Over a period of time the attitudes of students in Kentucky's schools will reflect a conservation ethic, and their resulting actions will effect a significant reduction in energy consumption.

Principal Features

The principal features of this program measure will be:

-----The development of a set of classroom activities dealing directly and indirectly with energy and energy conservation. The set will contain various activities for different levels, kindergarten through grade twelve, and will involve all subject areas. Each activity will center around one or more of the basic concepts of energy.

+A project committee will establish the criteria and format for the production of these materials.

+A writing team, composed of elementary and secondary teachers, representing various subject areas and grade levels, will compile the set of energy activities. This will be done through a series of concentrated writing sessions.

+This grassroots approach to developing the set of activities is proposed because it is felt that in so doing, the materials included will be applicable to this state. Also, the writing team, having undertaken the intense writing sessions, should emerge as additional resources in energy education.

-----The holding of two types of workshops throughout the duration of project to provide the teachers of Kentucky with in-service training geared toward the products and processes of this program measure.

+A general awareness workshop will be conducted each year to acquaint teachers and administrators with the concepts of energy education.

+During the initial year, four regional workshops will be conducted for the purpose of training teachers in the use of the materials developed in Kentucky, as described above. These workshops will serve as the initial vehicle for disseminating the new material; participants will gain first-hand orientation and training in the use of these materials as well as other materials available.

-----Additional distribution and dissemination of the curriculum materials through cooperation with regional universities involved in teacher training. Also, all school libraries and resource centers will house copies of the materials developed.

-----Keeping teachers involved in using the energy education materials will be current through the use of Computer Based Resource Units (CBRU) dealing with energy topics. The CBRU program utilizes a computer data base which is constantly updated with new information about energy. This will help to insure a continuing effort on behalf of the schools involved in this program measure.

-----Making available several energy education program series to all schools through the utilization of the Kentucky Educational Television system. The series aired will range from student-oriented programs to teacher in-service programs designed to improve teaching of energy concepts to live call-in programs utilizing experts in the fields of energy and energy conservation. This component of the program will directly increase the involvement of schools in the energy education program since educational television is available to all schools in the Commonwealth.

-----A project committee composed of persons involved in the fields of energy, energy conservation, and education will serve during the duration of the program to help establish criteria for specific program components and to conduct periodic evaluations of the project.

-----Studies evaluating the program on a regular basis. The studies will assess the progress of the program in the following ways:

+Quantity of schools and classes involved in the energy education program.

- +Quantity of energy saving projects and activities involving students at school and at home.
- +Knowledge of students and teachers regarding energy concepts.
- +Student attitudinal changes regarding the need for energy conservation.

Program Management

This program measure will be developed and implemented by the Kentucky Department of Education. No additional staffing will be necessary.

Exhibit C

ENERGY CONSERVATION THROUGH PROPER MAINTENANCE OF HEATING AND AIR CONDITIONING SYSTEM

PRESENTED BY
LOU PAWLEY, DIRECTOR OF HVAC
JEFFERSON COUNTY BOARD OF EDUCATION

AT THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS MEETING
IN BOSTON, MASSACHUSETTS   OCTOBER 2-6, 1976

A CHECK LIST FOR ENERGY CONSERVATION THROUGH PROPER MAINTENANCE OF H.V.A.C. EQUIPMENT

Remember your heating and air conditioning systems are the biggest scavenger in your school district. These systems were designed with first, cost in mind to meet design conditions that seldom occur, and with a philosophy that if one will do the job, two will do it better. Most school HVAC systems are designed to the same parameters as commercial buildings. These conditions are not likely to happen during the hours that schools are in session. This critera results in oversized inefficient systems.

There are numerous ways to improve these systems; some expensive and some are not. These improvements can be made through operation and maintenance through a complete air and water balance.

The list below is but a few of the inexpensive things that can be done to improve your energy conservation program:

AIR CONDITIONING

1. Package water chillers, check fan belt drives and motors for wear and alignment, lubricate per manufacturer instructions.
2. On all air conditioners keep condenser coil clean to allow proper operation of the unit.
3. Window units keep evaporator and condenser coils, fan wheels, and motors clean. Keep air flow unrestricted.
4. Self-contained unitary equipment same as in item 3, but pay extra attention to outside air grilles so that they are open and clean.
5. Water cooled condensers keep tubes clean and employ a good water treatment program.
6. Cooling towers check for excessive water loss, motor alignment, bearing wear and baffel plates in good condition. Employ a good water treatment program.

7. Check compressor for leaks and unusual operation. Make any corrections necessary.

8. Pre-cool area before classes or meetings start.

9. Turn off air conditioning when building is unoccupied.

10. Turn off all window units and unitary equipment when not needed. As window units wear out, replace with high efficiency units.

HEATING

1. Consider changing operation hours to take advantage of the available solar heat.

2. Pre-heat school to at least 65°F before students arrive. The increase in heat gain by students and lights will help bring temperature to desired level.

3. Turn heat off an hour before dismissal.

4. Avoid portable electric heaters.

5. Boilers: be sure to keep water and air side free from scale and soot. Employ a good water treatment program. Adjust firing rate of burner, inspect linkage and analysis flue gas to maintain proper CO, O_2 and CO_2.

6. Adjust air to fuel ratio.

7. Check stack temperature.

8. Inspect door gaskets and replace if necessary.

9. Inspect boiler insulation and refractory, brickwork and repair or replace as necessary.

10. When oil-fired boilers, inspect nozzles and oil cups, repair oil leaks at pump glands.

11. In multiple boiler application, stage boilers per outside temperature.

AIR HANDLERS

1. Change filter media at least monthly and more often if needed. Remember glass filter media is 65% efficient. This means 35% of the dirt gets by and is deposited on heat exchanger, motor, and blower wheels.

2. Clean heat exchangers, motor and blower wheels.

3. Check motors for proper alignment, loose connections, worn bearings and lubricate per manufacturer recommendation.

4. Check and adjust mixing dampers.

5. Inspect damper blades and linkages, clean, oil and adjust on regular basis.

6. All fans should be kept clean, bearings lubricated and replaced as necessary. Inspect belts and replace as needed to insure proper operation.

7. Inspect starter for loose connections.

8. Inspect duct work for leaks, loose hanging internal insulation; seal leaks with type of caulking and repair insulation.

VENTILATION

1. Reduce outside air to the minimum required to balance the exhaust requirement and maintain a slight positive pressure to retard infiltration-caused heat losses and heat gain.

2. Inspect outside air dampers for proper closing and make as airtight as possible.

3. Turn off exhaust fans when not needed.

PUMPS AND MOTOR

1. Inspect and lubricate bearing regularly.

2. Check for packing wear. Repack to water loss and shaft erosion.

3. Inspect bearings and drives for wear and replace as needed.

4. Check for loose connections.

5. Check bearing, lubricate and replace when needed.

6. Check for low and over voltage.

DOMESTIC WATER HEATERS

1. Reduce operating temperature to 110°F or lower if possible.

2. Check for leaking hot water valves, faucets and showers, and make necessary repairs.

3. Check mixing.

4. Turn off when not in use and on weekends.

CONTROLS

1. Adjust, clean and calibrate all thermostats.
2. Check all pneumatic air lines for leaks and repair.
3. Check operation of entire control system to be sure all systems function properly. Correct improper operation.
4. Inspect thermostat location. Relocate if necessary. (Recessed thermostat will prevent wet clothes and ice packs.)

lc/12/13

GOVERNOR'S TASK FORCE ON EDUCATION

CURRICULUM SUBCOMMITTEE RECOMMENDATIONS

A. Committee Recommendations as Related to Legislative Proposals

1. Uniform Student Assessment Program

The initiation of a Uniform Student Assessment Program to be given each year to all Public School students in Grades 3, 5, 8, and 11. Test results will be scored by the Kentucky Department of Education, with results returned to the local districts for action as noted under Item No. 2 below. Initial assessment tests will be given in Mathematics and Communication Skills (Reading and Writing) as a minimum and then expanded on a planned basis to other subject areas to be developed as part of the Long-Range Educational Improvement Plan (Page 4, Item C, No. 2).

2. Local District Education Improvement Program

The development and implementation by each local district of a written program outlining specific plans for the improvement of the assessment score results. The Committee believes that this is a very critical step in any program to improve education levels and, while each district should have the freedom of choice as to the degree of improvement sought, each district should be required to plan for some degree of continuing improvement in its education program.

Inherent in a program of this type is the requirement that the Kentucky Department of Education develop a staff to provide consulting assistance, seminars, and training programs to the local districts to assist in the development of the local improvement plans. This staff should be of the highest possible caliber (remunerated accordingly) in order to assist the local districts in developing meaningful improvement plans.

3. Minimum Standards of Competency

The initiation of a Minimum Standards of Competency Program to define requirements for graduation from high school (Grade 12). These standards will be developed and implemented by each local district, with assistance if desired by the Department of Education. This program should be developed concurrently with the Uniform Student Assessment Program so that student performance can be evaluated prior to Grade 12 and help provided to those students in need of assistance. Sample tests will be given to students at least two years prior to expected graduation, so that students in need of help may be identified.

The Committee also reviewed programs in several other states, which vary from pass-fail (New York) to graduation with credit for those test areas passed by the student (Oregon). The actual policy, however, should be set by each local district.

4. Funding

Appropriations must be made available to fund these three programs. For comparative purposes, the Subcommittee noted that North Carolina Senate Bills 80 and 81, which approximate these proposals, have appropriated about $1 million over a two-year implementation period.

B. Legislative Proposals

1. Uniform Assessment Testing Program

The legislation shall direct the Commonwealth of Kentucky to adopt a state-wide Uniform Assessment Testing Program for Grades 3, 5, 8, and 11 that vests each local district within Kentucky with the responsibility, authority, and accountability for conducting the assessment tests.

The same legislation shall vest the Kentucky Department of Education with the responsibility, authority, and accountability for test development and research, analysis and reporting of results, and consulting services to the local districts.

2. Local District Education Improvement Program

The legislation shall vest each local school district with the responsibility to develop and implement an annual written plan for the improvement of the educational levels of the students within the district. The legislation shall vest the State Department of Education with the responsibility of providing consultation services and assistance to the local districts.

3. Minimum Standards of Competency

The legislation shall direct the Commonwealth of Kentucky to adopt a Minimum Standards of Competency Program that vests each local district within Kentucky with the responsibility, authority, and accountability for developing their own programs and policies for minimum standards for graduation from high school (Grade 12).

The same legislation shall vest the Kentucky Department of Education with the responsibility, authority, and accountability to provide the expertise for consultation services and assistance to the local districts in developing their programs and policies.

C. Committee Recommendations as Related to State Board Policy

1. Public and Parent Information

The adoption, by each local district in conjunction with the State Department of Education, of a program to disseminate to the public the assessment score results and the plans for improvement.

Included in each district's program will be a policy for communication between the school and parents to explain the child's relative standing with regard to national or state norms. This should be done in each year that assessment tests are given.

2. Long-Range Planning

The formulation of an ongoing, five-year, long-range education improvement plan to be updated at least every two years. This plan, to be developed by the Kentucky Department of Education, with input from parents, teachers, and administrators, should provide the framework for a well-planned pathway to gradually "tighten up" the Minimum Standards of Competency Program and the Uniform Assessment Testing Program.

In the final analysis, the major assessment of whether Kentucky education remains in the lower strata of states or climbs to the upper strata of states will depend on how much we improve on our programs. Improvement will require a change from the present mode of operations, but this necessitates that the change be well-planned and evaluated. The Committee believes that this can best be accomplished by starting slowly and gradually programming objectives for improvement.

The Committee discussed a number of possibilities for inclusion in the long-range plan, and these items are listed below. These are presented here as possibilities for inclusion into the long-range plan and as examples of the types of considerations that the Committee believes should be incorporated into our future thinking.

(a) The gradual inclusion, on a planned timetable, of additional subject areas in the Assessment Program. Some examples from other states are (Appendix I):

Science
Social Studies
Health
Art
Music
Environment
Foreign Languages
Life Role Competencies
Dictionary and Encyclopedia Use
Civics
Business

The Committee discussed other possible subject areas, but believes that these should be determined by the Long-Range Planning Staff.

(b) Guidelines for involvement by the Kentucky Department of Education in those districts where assessment scores or proficiency levels consistently fall below specified minimums and where no improvements are noted. One possibility here could be the ultimate linking of student assessment and achievement minimums to the State School Accreditation Program.

(c) The inclusion of private schools into the program.

(d) Development of guidelines, training programs, and support for remedial programs for helping students. Inherent in this program would be additional teacher training programs.

(e) Expansion of the kindergarten program on a planned basis.

(f) Review of the present low age requirement for admission to Grade 1.

(g) Review of the school year schedules; i.e., should our term be longer?

3. Annual Report

An annual report, to be prepared by the Kentucky Department of Education, of the results and progress achieved by each of the programs outlined above. Included in this report will be: (1) an independent review of the progress made by each local district in adhering to its annual improvement plan, and (2) an independent review of the contributions made by the Kentucky Department of Education in developing and implementing its long-range improvement plan.

D. Curriculum Responsibilities

The Curriculum Subcommittee believes that these responsibilities for improvement of education in Kentucky must be assumed by the following governmental agencies:

1. General Assembly

   It is the responsibility of the General Assembly to declare its intent and purpose by legislative act and to provide adequate appropriation.

2. State Board of Education

   It is the responsibility of the State Department of Education to develop policies to carry out the intent of the law and to provide leadership to local school districts in the area of measurement, analysis, research, and program assistance to local school districts.

3. Local School Districts

   It is the responsibility of each local school district to develop and implement an educational improvement program.

We believe that the proposals included in this report will provide a framework in which these efforts can be coordinated, assessed, and improved over the long-term time span.

E. Recommended Action Plan and Timetable

In developing an Action Plan for implementation, consideration must be given to the fact that 23 states now have some form of the same program. This provides a significant opportunity for Kentucky to evaluate these programs; to profit from their learning experiences; to adopt only the more successful aspects of existing programs; and to avoid unworkable programs.

A review of the literature received from other states (see Appendix) clearly shows that each state has publicly conceded that continuous improvement (however it may be defined) and self-evaluation are necessary; and even though the improvement process is a long one, some start must be made. They have all come to the conclusion that the best pathway to achieve improvement is by vesting the local district with accountability for developing their own programs and policies, and the State Department of Education with accountability for measurement, analyses, consulting services, and research.

On the surface, it would seem that such an approach should be viable in Kentucky. However, the approaches vary somewhat in each state; and viewpoints of the individual State Departments of Education and of local districts are undoubtedly different. Consequently, the following Action Plan is proposed:

1. Formulate a Kentucky Task Force (maximum of five individuals) to visit six states. By virtue of the diversity in state programs, the Subcommittee recommends:

   Arizona
   Colorado
   Florida
   Michigan
   New York
   Oregon

2. In each state, visit not only the State Department of Education, but also visit at least one local school district. This local district should be one that is recommended by the state involved and should be one which has shown a positive attitude toward the program and which has experienced successful results.

3. Prior to the visits, develop a carefully planned list of questions (which may be modified as visits progress). Based on the questions and on personal observations, draw up from each visitation a list of "strengths" and "weaknesses". These can then be combined into a master list after all visits are completed.

4. Draw up proposed legislation, being sure that the legislative proposal avoids any identified weakness uncovered during the visits and that it includes as many strengths as possible.

5. After passage of legislation, the State Department of Education will need to design a master plan for development and implementation. Here again, the strength-weakness analysis will be a valuable tool.

Timetable For Implementation

Based on estimates made from the literature, we estimate that the following timetable might apply:

Step 1	
Form Task Force	September, 1977
Steps 2 and 3	
Perform Visits	October-December, 1977
Step 4	
Prepare Legislation	January-February, 1978
Step 5	
Implementation:	
Development of Assessment Programs	January-August, 1978
Implement Assessment Program	1978-1979 School Year
Development of Minimum Standards of Competency	1978-1979 School Year
Implement Local District Education Improvement Program	1979-1980 School Year
Pilot Program for Minimum Standards of Competency	1979-1980 School Year
Implementation of Minimum Standards of Competency	1980-1981 School Year

APPENDIX I

ARIZONA

CONTACT: BARBARA I. DAVIS, PhD.
EDUCATION PROGRAM SPECIALIST
DEPARTMENT OF EDUCATION
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
( ) 271-4361

PROGRAM: POLICY NO. R7-2-302 REQUIRES EACH LOCAL DISTRICT TO SET THEIR OWN STANDARDS FOR BASIC SKILLS (READING, WRITING, MATH). AS A MINIMUM, A STUDENT MUST PASS 6TH GRADE LEVELS TO GRADUATE FROM 8TH GRADE, AND MUST PASS 9TH GRADE READING TO GRADUATE FROM HIGH SCHOOL.

STATE LAW ARS. 15-102.26 REQUIRES A CONTINUOUS UNIFORM EVALUATION SYSTEM TO BE UNIFORMLY GIVEN BY ALL DISTRICTS WITHIN THE STATE. THESE TESTS ARE USED BY THE STATE AND BY THE LOCAL DISTRICTS TO EVALUATE CURRICULUM.

RESULTS: NO DATA AVAILABLE ON IMPROVEMENT IN STUDENT PERFORMANCE. INDICATIONS (BY BARBARA DAVIS) ARE THAT LOCAL CURRICULUMS HAVE BEEN STRENGTHENED.

COLORADO

CONTACT: EUGENE R. HOWARD, DIRECTOR
ACCREDITATION AND ACCOUNTABILITY SERVICES UNIT
COLORADO DEPARTMENT OF EDUCATION
DENVER, COLORADO 80203
(303) 892-2111

PROGRAM: UNDER STATE LAW, EACH DISTRICT MUST SET ITS OWN ACCOUNTABILITY PROGRAM. THE STATE DEPARTMENT OF EDUCATION HOLDS TRAINING PROGRAMS, SEMINARS, ETC., TO HELP THE LOCAL DISTRICTS. LAW HAS BEEN IN EFFECT FOR SIX (6) YEARS. OF 181 SCHOOL DISTRICTS, 81% ARE WELL ALONG ON PROGRAMS; 13% ARE JUST BEGINNING; 6% HAVE NOT STARTED.

STATE DEPARTMENT OF EDUCATION ANALYZES RESULTS AND MAKES ANNUAL REPORT TO STATE LEGISLATURE REGARDING TEST SCORES RELATED TO NATIONAL NORMS.

RESULTS: TWENTY-FIVE PERCENT (25%) OF THE 181 DISTRICTS ARE BELOW NATIONAL NORMS FOR READING AND MATH; 38% ARE AT NATIONAL AVERAGE; AND 37% ARE ABOVE.

SINCE START OF PROGRAM, 32% OF DISTRICTS HAVE SIGNIFICANTLY INCREASED TEST SCORES; 54% HAVE BEEN STABLE; AND 14% HAVE DECLINED.

FLORIDA

CONTACT: ELIZABETH JONES
DATA ANALYST
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32304

PROGRAM: EDUCATION ACCOUNTABILITY ACT (COPY AVAILABLE) WAS PASSED IN 1971; REVISED IN 1976.

BY LAW, DEPARTMENT OF EDUCATION HAS SET UP OBJECTIVES IN READING, WRITING, MATH FOR GRADES 3, 6, AND 9. NUMBER OF OBJECTIVES SET WAS AS FOLLOWS:

	GRADE 3	GRADE 6	GRADE 9
READING AND WRITING	38	42	43
MATHEMATICS	28	42	35

TESTS WERE DEVELOPED BY WESTINGHOUSE LEARNING CORPORATION AND ARE SPECIFIC FOR FLORIDA.

IN ADDITION, 11TH GRADE STUDENTS MUST PASS A BASIC SKILLS TEST AND A FUNCTIONAL LITERACY TEST.

LOCAL DISTRICTS MUST SET OWN CRITERIA FOR STUDENT PROGRESSION AND GRADUATION. CRITERIA ARE UP TO LOCAL DISTRICT, BUT MUST MEET STATE MINIMUMS. PUPIL PROGRESSION STANDARDS MUST BE SET BY JULY 1, 1977, AND GRADUATION STANDARDS BY SEPTEMBER, 1978.

MINIMUM OBJECTIVES FOR ALL SUBJECTS ARE AVAILABLE.

MICHIGAN

CONTACT: EDWARD D. ROEBER, SUPERVISOR
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
DEPARTMENT OF EDUCATION
LANSING, MICHIGAN 48909

TITLE: MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

SUBJECTS: READING
MATH
SCIENCE (IN DEVELOPMENT)
SOCIAL STUDIES (PLANNED)
PHYSICAL EDUCATION (PLANNED)
HEALTH (IN DEVELOPMENT)
ART (PLANNED)
MUSIC (PLANNED)
FOREIGN LANGUAGES (PLANNED)
LIFE ROLE COMPETENCIES (PLANNED - GRADE 12)

GRADES: 1 (RANDOM SAMPLE)
4 (ALL STUDENTS)
7 (ALL STUDENTS)
10 (PILOT PROGRAM)
12 (PLANNED)

GENERAL: ALL SCHOOLS MUST PARTICIPATE. TESTS ARE BASED ON MINIMUM STANDARDS AND ARE USED BY LOCAL DISTRICTS IN EVALUATING THEIR OWN PROGRAMS. THEY ARE ALSO UTILIZED BY STATE IN ALLOCATING ADDITIONAL RESOURCES TO DISTRICTS WITH SPECIAL PROBLEMS.

RESULTS ARE ANALYZED BY STATE DEPARTMENT OF EDUCATION AND ARE MADE PUBLIC BY SCHOOL DISTRICTS. COST IS ABOUT 80¢ PER STUDENT.

SCHOOL DISTRICTS ARE EXPECTED TO EVALUATE THEIR OWN PROGRAMS AND TO INITIATE PROGRAMS FOR IMPROVEMENT.

STATE HAS DEVELOPED EXCELLENT LONG-RANGE PLAN (1974-1984) FOR EXPANSION OF MEAP.

NEBRASKA

CONTACT: HUGH A. HARLAN, ADMINISTRATOR
SECTION OF SCHOOL MANAGEMENT SERVICES
NEBRASKA DEPARTMENT OF EDUCATION
P. O. BOX 94987
LINCOLN, NEBRASKA 68509
(402) 471-2295

TITLE: NEBRASKA ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS (N-ABELS)

SUBJECTS:
READING
WRITING
SPELLING
MATH
MAP READING
DICTIONARY USE
ENCYCLOPEDIA USE
CARD CATALOG USE

GENERAL: STARTED THREE YEARS AGO ON VOLUNTARY BASIS. 75% OF SCHOOLS ARE UTILIZING TESTS. SCHOOLS ARE ENCOURAGED TO TEACH FOR THE TESTS. SAMPLES ARE GIVEN TO PUPILS TO TAKE HOME AND SHARE WITH PARENTS.

TESTS ARE AVAILABLE GRADES 5-12 AND ARE FOR USE OF THE SCHOOL SYSTEM IN ITS OWN EVALUATION PROGRAM.

NEW YORK

CONTACT: MRS. JOYCE KENOSIAN, BUREAU CHIEF
DIVISION OF EDUCATIONAL TESTING
BUREAU OF PUPIL TESTING AND ADVISORY SERVICES
STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224
(518) 474-5099

TITLE: BASIC COMPETENCY TESTS - TO BE REQUIRED FOR GRADUATION EFFECTIVE JUNE, 1979

READING
MATH
CIVICS AND CITIZENSHIP
PRACTICAL SCIENCES AND HEALTH
WRITING SKILLS

TITLE: REGENTS EXAMINATIONS - TO BE UTILIZED BY SCHOOLS TO EVALUATE PROGRAMS (GRADES 9-12). USE IS REQUIRED.

BUSINESS
MATH
SCIENCE
ENGLISH
FOREIGN LANGUAGES
SOCIAL STUDIES

TITLE: STANDARDIZED TESTS - TO BE UTILIZED BY SCHOOLS TO EVALUATE PROGRAMS (GRADES 3-9). USE IS REQUIRED.

MATH
SCIENCE
PHYSICAL FITNESS
READING

GENERAL: STANDARDIZED TESTS AND REGENTS EXAMINATIONS ARE TO BE UTILIZED BY SCHOOLS TO EVALUATE THEIR OWN PROGRESS AND PROGRAMS. THE STATE EVALUATES SCORES BY SCHOOL AND BY SCHOOL SYSTEM (NOT BY INDIVIDUALS). INDIVIDUAL SCORES ARE AVAILABLE TO SCHOOLS FOR THEIR OWN USE. TESTS ARE ABOUT ONE HOUR IN DURATION.

COMPETENCY TESTS ARE AVAILABLE NOW AND WILL BE REQUIRED FOR GRADUATION IN JUNE, 1979. TESTS ARE ABOUT ONE HOUR LONG AND MAY BE TAKEN OVER AGAIN IF A STUDENT FAILS. SAMPLE TESTS WILL BE GIVEN STARTING IN GRADE 9.

THESE TESTS ARE MINIMUM STANDARDS. LOCAL SCHOOLS WILL HAVE MANY OTHER REQUIREMENTS.

NORTH CAROLINA

CONTACT: WILLIAM J. BROWN, JR.
DIRECTOR, DIVISION OF RESEARCH
DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

STATUS: SENATE BILLS 80 AND 81 (COPIES AVAILABLE) ARE IN THE LEGISLATURE AND ARE EXPECTED TO PASS.

SENATE BILL 80 - BILL TO ASSESS EFFECTIVENESS OF EDUCATION PROCESS

INSTRUCTS DEPARTMENT OF EDUCATION TO SET UP STANDARD TESTS FOR GRADES 1, 2, 3, 6, 9. APPOINTS TEST SELECTION COMMISSION OF ELEVEN (11) MEMBERS:

SIX (6) -- HOLDING TEACHING CERTIFICATES
TWO (2) -- PSYCHOLOGICAL MEASUREMENT
ONE (1) -- SCHOOL PRINCIPAL
ONE (1) -- SUPERVISOR OF INSTRUCTION
ONE (1) -- LOCAL SCHOOL SUPERINTENDENT

ALL SCHOOLS WILL BE REQUIRED TO PARTICIPATE. FUNDING HAS BEEN ALLOCATED AT:

$552,283 -- 1977-1978
$269,359 -- 1978-1979

SENATE BILL 81 - BILL TO ASSURE THAT HIGH SCHOOL GRADUATES POSSESS SKILLS NECESSARY TO FUNCTION IN SOCIETY

INSTRUCTS DEPARTMENT OF EDUCATION TO SET UP TESTS VIA A COMMISSION OF FIFTEEN (15) MEMBERS:

FIVE (5) -- HIGH SCHOOL TEACHERS OR PRINCIPALS
FIVE (5) -- CITIZENS
TWO (2) -- COLLEGE LEVEL EDUCATORS
TWO (2) -- PSYCHOLOGICAL MEASUREMENT
ONE (1) -- LOCAL SCHOOL SUPERINTENDENT

TESTS WILL BE ADMINISTERED TO ALL 11TH GRADE STUDENTS IN PUBLIC AND PRIVATE SCHOOLS. STUDENTS WHO FAIL CAN RETAKE IN 12TH GRADE. A PASSING GRADE MUST BE ACHIEVED IN ORDER TO GRADUATE. FUNDING HAS BEEN SET AT:

$155,335 -- 1977-1978
$116,415 -- 1978-1979

OREGON

CONTACT: OREGON COMPETENCY BASED EDUCATION PROGRAM
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
3000 MARKET STREET, NE
SUITE 323
SALEM, OREGON 97301

PROGRAM: TWO (2) NEW PROGRAMS HAVE JUST BEEN INITIATED FOR SECONDARY EDUCATION:

(1) EACH LOCAL DISTRICT IS REQUIRED TO SET DISTRICT INSTRUCTIONAL GOALS BY SEPTEMBER 1, 1976; PROGRAM GOALS BY SEPTEMBER 1, 1976; AND INDIVIDUAL COURSE GOALS BY SEPTEMBER 1, 1977.

EACH LOCAL DISTRICT IS REQUIRED TO DEVELOP ASSESSMENT AND MEASURING PROGRAMS IN THREE (3) INSTRUCTIONAL AREAS BY SEPTEMBER 1, 1979, AND IN THREE (3) MORE AREAS BY 1981. RESULTS MUST BE REPORTED TO LOCAL COMMUNITY.

EACH LOCAL DISTRICT IS REQUIRED TO DEVELOP BY SEPTEMBER 1, 1980, POLICIES AND PROCEDURES FOR PROGRAM IMPROVEMENTS.

(2) EACH LOCAL DISTRICT WILL DEVELOP MINIMUM GRADUATION REQUIREMENTS FROM HIGH SCHOOL BY SEPTEMBER 1, 1976. IMPLEMENTATION TO BEGIN BY SEPTEMBER 1, 1977, AND TO BE IN FULL FORCE BY SEPTEMBER 1, 1980. AREAS TO BE COVERED ARE:

(A) READ, WRITE, SPEAK, LISTEN
(B) ANALYZE
(C) COMPUTE
(D) USE BASIC SCIENTIFIC AND LOGIC PROCESS
(E) DEVELOP HEALTHY MIND AND BODY
(F) BE INFORMED - CIVICS
(G) BE INFORMED - ENVIRONMENT
(H) BE INFORMED - HIGHWAYS
(I) BE INFORMED - CONSUMERISM
(J) BE INFORMED - OCCUPATIONS

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the
Subcommittee on Doctoral Degree

Report of the Needs Subgroup

The issues confronting social institutions in American communities today are many and complex; and depending upon who one is referring to, these issues occupy varying positions of critical importance, i.e., priority of need. It seems inconsistent, therefore, to address the issues of one particular social institution, e.g., education, in isolation from issues confronting other institutions--political/governmental, socioeconomic, familial, religious. Thus, it seems for any need assessment procedure to be effective, such procedure must be designed to "get at" the many needs that exist, with particular emphasis on the interdependent effects one need area may have on another need area.

Educational needs assessment by its very nature cannot be "one-time" and static but must be continuous and evolving; needs assessment for our collective purposes cannot be limited to issues confronting only higher education but rather must systematically assess the issues confronting our entire social structure; and needs assessment must not be conducted by "professionals" only (theorists and/or practitioners) or lay persons only, but rather needs assessment must be conducted in such a manner that reflects a delicate balance of execution between the professionals and the lay persons in a community, state, etc.

Perhaps it is trite to say, but it seems clear that in a larger sense for our subcommittee's statement of needs to be of any value we must seriously consider the theme of our Governor's Task Force - the future of education in the Commonwealth. Specifically, are the traditional goals and purposes of doctoral education appropriate for our collective future's consideration? Are we satisfied with some of the assumptions that underlie many of the conclusions and statements made in our meetings and found in the document and reports prepared by the Council on Higher Education and others? Where does the public responsibility begin or is a collective responsibility always in effect? And who should be involved in determining the doctoral education program needs in our state? Have we accurately assessed and identified our existing resources--human, financial, and physical?

The subgroup on doctoral program needs reviewed the reports, documents, studies and other material made available to the full subcommittee. The subgroup reviewed the content of the discussions of our previous subcommittee meetings. In addition, contacts were made with leadership persons in the Commonwealth regarding the topic. Finally, individual comments from subgroup members and from the full subcommittee membership were examined and considered.

From the review of available information the following concerns or need areas have been identified.

1. Review of existing and any proposed new doctoral programs should be consistent with the current university mission statements, recognizing that the mission statements are subject to changes.

2. For new programs, a careful assessment of the strength of existing and related programs (e.g., M.A.level), particularly the availability of quality faculty members and research resources, should be a top consideration. Secondly, a projection of the market for a person trained in such a new program should be considered, i.e., is the needed program one that transcends the state and regional lines.

3. Improved mechanisms are needed at both the individual institutions and at the Council on Higher Education level for the articulation of and subsequent approval of new doctoral programs with a concurrent and ongoing mechanism for both entities to monitor doctoral programs.

4. Specific programs needed seem to include those in broad areas such as energy (development, conservation) and natural resources, vocational/technical, adult, continuing, and community education among others.

5. A concern has been expressed in reference to the effect on Commonwealth doctoral programs as a result of out-of-state universities offering external degree programs in Kentucky.

6. It seems clear that steps should be taken to explore new and creative ways joint doctoral programs can be developed by and among the regional universities, the University of Kentucky, and the University of Louisville. Such programs could include but not be limited to areas of applied research, education, etc. Such a move would be in keeping with the mission statements, quoting, . . . "develop close working relationships and develop articulation agreements with other institutions." Additionally, the joint programs could lead to a model system of utilizing existing resources (faculty, facilities, etc.).

7. In keeping with the Council on Higher Education's effort to develop a system of higher education in Kentucky, it is clear that steps must be taken to create among the various institutions a sense of collaborative responsibility and mutually beneficial action with one common goal--providing a quality higher education opportunity to the citizens of the Commonwealth of Kentucky. If the writer may borrow a term from another discipline to convey the essence of meaning here "it would be synergism," i.e., "the simultaneous action of separate agencies which, together, have greater total effect

than the sum of their individual effects." This does not suggest that each institution would lose its traditional and historic individual "place in the sun," but rather suggests there are enough rays from the sun to go around.

8. There is a need to expand opportunities for faculty and doctoral students to conduct much needed basic and applied research on issues confronting our society.

9. There is need to explore the relationship of continuing professional education that may or may not lead to a higher degree, but could. The notion of open-entry, open-exit kinds of advanced educational programs leading to some sort of advanced degree would be one approach.

10. There is a need to explore the development of quality interdisciplinary/interdepartmental doctoral programs--recognizing such programs would require different admission and completion requirements than a traditional doctoral program.

Report of the Professional Degrees Subgroup

The exclusive problem addressed by this subgroup was the question of "need" for an increase in the number of professional doctorates granted in this state. There was no attempt to evaluate the quality of any professional doctoral program. The following professional fields were considered to varying degrees:

1. Law
2. Medicine
3. Veterinary Medicine
4. Dentistry

In each instance, some attempt was made to gain the insight and perceptions of persons who might generally not be consulted in the typical survey. But in addition, the more traditional sources of data and opinion were sought. The following were considered:

1. Interviews with practicing dentists.

2. Interviews with practicing attorneys.

3. Interviews with dental school deans.

4. Interviews with law professors.

5. Interviews with practicing physicians.

111

6. An interview with a practicing veterinarian.

7. Correspondence with the Kentucky Bar Association.

8. Abramson, Kentucky's Future Need for Attorneys, 64 Ky. L.J. 323 (1975).

9. Abramson, Kentucky's Need for Attorneys - 1977 and 2000, Council on Public Higher Education (1975).

10. Dentistry, Comprehensive Planning for Higher Education, Council on Public Higher Education (1975).

11. Report, Kentuckiana Regional Planning and Development Agency (July 1977).

12. "Doctor Surplus Means Higher Costs," Lexington Herald (July 6, 1977).

13. Van Fleet, Veterinary Needs in Kentucky, Legislative Research Commission (1975).

The primary point of interest in the subgroup was the question of whether this state has, and is producing, too many persons with doctorates in professional fields; and if so, what should be done to correct the situation.

An overriding question must be carefully considered and answered before meaningful recommendations can be made; that is, "Should the output of professional doctorates be geared to student demand or to specific manpower needs?" It is often argued that any person who can pay for and complete the requirements for any degree should be allowed to pursue that course of study. An allied position is one that argues for "education for education's sake" no matter what the field or subject area. It is proposed that, for example, a degree in nursing makes a woman a better mother and a law degree makes its holder more astute in business. These ideas lead to the proposition that students should be provided training and education in whatever field popular demand requires for the moment, without regard to future manpower needs in those currently popular fields.

This subgroup believes strongly in sound basic general education for all citizens of this state. As a rule, educated citizens make better citizens. However, we are faced with increasingly limited funds for all education in this state; and as a consequence, priorities must be set for the expenditure of future funds.

As a matter of fact, this subgroup finds that Kentucky now has a surplus of attorneys and that surplus is increasing rapidly. Such a surplus does not serve the individual, the public, or the profession. The Abramson reports clearly and forcefully show this glut of excess attorneys in this state. The serious overproduction of attorneys is made even more serious when it is seen that the population of many areas of this state is not growing as rapidly as was projected by Abramson.

Therefore, it is recommended that

> EACH LAW SCHOOL SHOULD SUBSTANTIALLY REDUCE ITS ENROLLMENT AND DEVELOP ATTERNATIVES IN TRAINING PARA-LEGALS AND MORE INTENSIVE LEGAL EDUCATION. A MASTER'S DEGREE IN LAW SHOULD BE CONSIDERED ALONG WITH TRAINING LEADING TO A LEGAL SPECIALITY. SPECIFIC CONSIDERATION SHOULD BE GIVEN TO THE QUESTION OF WHETHER KENTUCKY NEEDS THREE DISTINCT LAW SCHOOLS.
>
> UNIVERSITIES SHOULD USE THEIR LAW SCHOOL'S CAPACITY TO DEVELOP PROGRAMS WHICH ALLOW STUDENTS TO PURSUE AN INTERDISCIPLINARY PROGRAM IN LAW, BUSINESS, EDUCATION, MEDICINE, ETC., AT THE GRADUATE LEVEL.
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> Such a program would help individuals who are not interested in obtaining a law degree to puruse traditional legal studies.

This subgroup finds, as a matter of fact, that current dental manpower is sufficient to meet the needs of this state. The academic dental community tends to view the future as requiring additional dentists; whereas, the practicing profession sees dental needs as being met both now and in the future. All agree that dentists are maldistributed in Kentucky. That situation is gradually changing for the better. Neither dental school in Kentucky plans any increase in enrollment in the near future.

Therefore, it is recommended that

> THE ANNOUNCED POLICY OF THE DENTAL SCHOOLS OF NO EXPANSION BE AFFIRMED. ANY EXPANSION AT THIS TIME WOULD LEAD TO A GLUT SUCH AS IS SEEN IN THE LEGAL PROFESSION.

This subgroup has considered the need for a veterinary school in Kentucky and concurs with the Legislative Research Commission's recommendation against the establishment of any such school.

This subgroup makes no recommendation with respect to medical education in this state, but it did note with interest an article originally published by the National Journal indicating that the country faces a physician surplus.

Therefore, it is recommended that

> THE POSSIBILITY OF A PHYSICIAN SURPLUS DEVELOPING BE CAREFULLY MONITORED SO THAT ANY GENUINE SURPLUS CAN BE AVOIDED BY CAREFUL ADVANCE ACTION.

Report of the Programs Subgroup

Coverage and quality are two primary issues involved in determining the general adequacy of doctoral programs in Kentucky. Coverage refers to the number of programs, their distribution among various disciplines and the meeting of the specific needs and priorities of the future. Inadequate coverage implies that there is a deficiency in one of the three items mentioned above. The latter, i.e., meeting the specific needs for the future, is the most difficult to assess. The other two can be explored by comparing doctoral offerings among similar states to determine what appears to be an appropriate number of programs and their distribution among the various disciplines. Quality refers to the substance of a program, the program's relative standard among similar programs in other states, and the level of performance of its products. Its assessment involves evaluation by peer groups,evaluation of achievements and scholarly contributions of faculty and the degree recipients.

There are twenty-one major academic disciplinary areas identified by the Higher Education General Information Survey. Kentucky institutions offer one or more programs in sixteen of the disciplinary areas. The five remaining disciplines are Area Studies, Communications, Computer and Information Sciences, Home Economics and Library Science. The University of Kentucky is presently studying the feasibility of doctoral programs in Communications and Computer and Information Science. Programs in disciplines already covered are also being planned.

An assessment of program coverage in each discipline is difficult because states and institutions define programs differently and a comparison of programs may reflect different definitions rather than different program offerings. To minimize the definition problem, Peterson's Annual Guide to Graduate Study was consulted since this publication attempts to classify programs on a common basis. This comparison showed that graduate offerings in Kentucky were comparable in coverage to similar states and the major omissions were in highly specialized areas which varied from state to state. While lacking some programs, Kentucky's coverage in Agriculture, Biological Sciences, Engineering, Physical Sciences and Social Science is equivalent to, or better than, comparable states. An institutional comparison revealed similar results. For example, the University of Kentucky compares favorably with the University of Tennessee, while the University of Louisville and the University of Milwaukee had similar offerings.

A comparison of bachelor's, master's and doctoral degrees conferred by various states reveals an additional insight. Kentucky produces more master's degrees and fewer doctorates relative to other states. North Carolina, with 5.5 million people, conferred 3,909 master's and 543 doctorates in 1974-75 compared to Kentucky's 4,020 master's and 180 doctorates. Louisiana, with a population of 3.8 million, conferred 3,414 master's and 250 doctorates; while Tennessee, with 4.2 million people, conferred 3,955 master's and 353 doctorates. Washington, with a population of 3.5 million compared to Kentucky's 3.4 million, conferred 2,678 master's and 539 doctorates.

The state of Kentucky participates in the SREB Academic Common Market in order to provide access to advanced programs not available in Kentucky institutions. This mechanism provides access to selected programs throughout the South, and Kentucky residents are assessed in-state fees when enrolled in these programs. Programs in Oceanography, Theatre Arts, Acturial Science, Public Health and Polymer Science are available through the Common Market which is designed to promote the sharing of graduate programs.

Although the state covers sixteen of the twenty-one major academic disciplinary areas identified by the HEGIS Codes and with a possibility of covering two more in the near future, this does not mean that most current disciplines are covered and that specific needs and priorities for the future are being met or being contemplated. The problems now facing the state and nation are in many ways more intractable than those in the eras through which society has passed in the past thirty-five to forty years. Many of the problems are as social and political as they are technological. Goals, be they national or state, often conflict with one another and not all can be met simultaneously. Solutions of these problems not only take new knowledge, but new kinds of knowledge. This is succinctly stated as follows:

> *Today's social and economic setting requires a well-considered and effective balancing of the three tasks that graduate education naturally addresses: (1) educating men and women to the highest intellectual levels; (2) preserving and extending our cultural heritage and developing new knowledge; (3) joining in the search for solutions to contemporary national problems.

Therefore, it is recommended that

> SPECIFIC NEEDS INVOLVING DOCTORAL TRAINING AND RESEARCH BE ASSESSED AND THAT A RESPONSE TO THESE NEEDS, AND TO NEW ACADEMIC TRENDS, BE MADE MORE RAPIDLY. THIS REQUIRES MORE FLEXIBILITY IN THE DEVELOPMENT OF QUALITY PROGRAMS IN TERMS OF FUNDS FOR NEW FACULTY AND RESEARCH, UNIVERSITY APPROVAL MECHANISMS AND STATE APPROVAL MECHANISMS.

Program quality is an elusive and controversial subject since there are no objective standards by which the quality of a program can be readily determined. Many measures have been suggested and used - graduates, faculty, and peer assessment - but these measures are limited in scope or are based on subjective judgments. Comprehensive assessments combining objective and subjective criteria are expensive and are not extensively used. The feasibility of quality assessments has been clouded by two recent studies covering the same areas but administered by different people which showed different results.

Quality can be viewed in a qualifying sense as well as an absolute sense, i.e., are the faculty and students performing at an acceptable level and is the program capable of fulfilling its objectives. When viewed in this

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*The Research Doctorate in the United States, page 5.

perspective, quality can be assessed by studying the programs and its performance in several categories. Assessments of quality can then be used to guide program development. Doctoral programs in Kentucky were recently subjected to this type of quality assessment, and the consultant's report has been distributed to the subcommittee.

*However, quality is usually appraised by consideration of:

Faculty characteristics,
Research and publication,
Admission standards,
Program requirements,
Course and seminar offerings,
Fiscal resources,
Equipment and facilities,
The appraisals of peers in other universities.

The quality of doctoral programs has too frequently been based almost entirely on the excellence of coverage of organized knowledge in a discipline and on the extension of that knowledge by the faculty, doctoral candidates, and degree recipients. Quality may also be appropriately ascribed to programs which contribute to the resolution of social and economic problems or which enhance the quality of life. Such programs may be problem oriented and interdisciplinary in nature. But programs that are effective in these ways are not necessarily of a level or standard appropriately designated as a doctorate. A quality doctoral program involves a high level of cognitive ability drawing upon one or more disciplines, affective sensitivities and insights, often some psychomotor skills and the capacity to integrate and apply these in novel and creative ways to achieve new insights which are communicable to others.

Obviously, not all doctoral programs in the same field will be of equal quality, not all degree recipients of any one program will be equally productive. Indeed, quality is not solely a property of doctoral programs. Degree programs of quality may be devoted to distinctive ends (pure or applied research, development, creativity) or offered at various levels (baccalaureate, master's, doctorate). Program quality is essential, but its appraisal is complex and often highly subjective. And it is inevitably based upon the criteria and standards applied.

The quality of a doctoral program is interrelated with the quality of research of its faculty. Doctoral education and research meet national needs as well as state needs. Due to the broad scope of the doctoral education and research,more federal funding is required. However, such funding is largely on a competitive basis which requires high quality programs to get it.

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*Review of Doctoral Programs in Kentucky, page 21.

Recognizing that the quality of a doctoral program is found in the quality of its products and its impact on research and problem solving, and that quality doctoral programs are not unduly expensive, as compared to less adequate doctoral programs, it is recommended that

> KENTUCKY DOCTORAL PROGRAMS STRIVE FOR A QUALITY OF GRADUATES THAT CAN COMPETE WITH THOSE OF COMPARABLE NATIONALLY RECOGNIZED INSTITUTIONS.

Report of the Financial Issues Subgroup

It is recommended that

1. A POLICY BE DEVELOPED TO PROVIDE A FIXED RATIO OF ALLOCATION OF INSTRUCTIONAL COSTS TO THE STUDENT AND THE STATE AT A RATIO OF THIRTY PERCENT (30%) TO THE RESIDENT STUDENT AND SEVENTY PERCENT (70%) TO THE STATE, AND AN ALLOCATION OF ONE HUNDRED PERCENT (100%) OF THE INSTRUCTIONAL COSTS TO OUT-OF-STATE STUDENTS.

   National and regional studies of the benefits of education conclude that society in the main derives approximately seventy percent and the student approximately thirty percent of the benefits resulting from doctoral education programs.

   Nationally, students are contributing from twenty-five percent to twenty-eight percent of the basic cost, while state and federal governments are assuming from seventy-two percent to seventy-five percent of the instructional costs of doctoral programs. At the present time, it is estimated that students in Kentucky's doctoral programs are bearing only from ten percent to fifteen percent of the instructional costs. In all fairness, however, it must be kept in mind that Kentucky's graduate students have significantly less financial aid available to them through graduate assistantships, fellowships, scholarships and research grants.

2. THE STATE SIGNIFICANTLY INCREASE ITS SUPPORT OF DOCTORAL PROGRAMS, PARTICULARLY IN THE AREAS OF FACULTY SALARIES, GRADUATE ASSISTANTSHIPS AND RESEARCH RESOURCES.

   Based on the fact that faculty salaries constitute the major cost of doctoral programs, and are therefore a reasonable index of level of support, Kentucky does not provide comparable support for its programs. Using the benchmark institutions for comparison, the recent report of the AAUP reveals that University of Kentucky salaries are on the average $1,100 lower than those institutions, and approximately $3,000 lower than comparable institutions nationally. (See The Chronicle of Higher Education report, Vol. XIV, No. 18, July 11, 1977.)

A second indicator of inadequate support of doctoral programs at the University of Kentucky and probably at the University of Louisville is the unavailability of funds to underwrite graduate fellowships and teaching and research assistantships. This is particularly critical because such support remains the primary incentive in the recruitment and retention of quality graduate students. The need for more adequate funding in these areas will become even more critical as the universities seek to compete for quality faculty and graduate students in the current "steady state" condition of higher education.

The third factor pointing to the impoverished funding and the need for larger funding is found in the low level of budget allocations in the support areas of instruction, to wit: operational costs, equipment and grants to support students.

A fourth dimension of the problem of financing is pointed up in the exceptionally high student/faculty ratio in most doctoral programs. Professors are being called upon to serve on large numbers of doctoral committees and to direct numbers of doctoral dissertations disproportionate to their total work load, which includes classroom teaching, research and service. Several departments have found it necessary to deny admission to well qualified students because of the shortage of professors to serve in an advisory capacity to larger numbers of doctoral candidates.

Despite the fact that the Kentucky universities are producing only approximately fifty percent as many doctorates as states with comparable populations and institutions, these institutions are already over-loaded with doctoral students in relation to available faculty and program facilities. In order to gain and maintain their relative position as leading institutions of graduate studies in their region, Kentucky's universities must be provided financial support to enhance their faculties and program support functions which will ensure opportunities for the state's residents to have quality graduate instruction available in their own institutions.

3. THE STATE SET AS ITS FIRST PRIORITY THE PROVISION OF FULL FINANCING OF PRESENT DOCTORAL PROGRAMS THROUGH MORE ADEQUATE FUNDING; THE ELIMINATION OF UNNECESSARY DUPLICATION OF PROGRAMS IN THE TWO MAJOR INSTITUTIONS; THE ELIMINATION OF CRITICALLY UNPRODUCTIVE PROGRAMS; THE DEVELOPMENT OF MORE COOPERATIVE DEGREE PROGRAMS AMONG THE STATE'S UNIVERSITIES; THE DEVELOPMENT OF MORE RIGOROUS CRITERIA AND PROCEDURES FOR ESTABLISHING NEW DOCTORAL PROGRAMS; AND THE PARTICIPATION IN REGIONALLY BASED PROGRAMS WHICH ASSURE THE RETURN OF DOCTORAL DEGREE RECIPIENTS TO KENTUCKY TO MEET KENTUCKY'S MANPOWER NEEDS IN SUCH PROFESSIONAL AREAS.

This area is well documented in the studies and reports of the Southern Regional Education Board, the Kentucky Legislative Commission and the Kentucky Council on Public Higher Education. Further the information under Recommendations 1 and 2 further support the need for implementation of this recommendation. However, Kentucky's manpower needs in the area of research are not being fully met; and more funding should be provided the universities to prepare research specialists at the doctoral level who can develop and cope with the research needs of the state in all levels of government and in the areas of business and industry. The institutions have the basic capabilities to perform this task, but need funds to undergird programs and to support individual graduate students.

4. THE STATE AND THE STUDENT BEAR THE FULL INSTRUCTIONAL COSTS OF DOCTORAL PROGRAMS, EXCEPT THAT PORTION OF FEDERAL FUNDING OF RESEARCH PROJECTS WHICH MAY BE ALLOCATED TO INSTRUCTIONAL SUPPORT, AND THAT KENTUCKY INDUSTRY DEVOTE ITS FINANCIAL SUPPORT TO THE RESEARCH FUNCTION OF THE UNIVERSITY'S MISSION.

At the present time less than two percent of the support for doctoral programs comes from business, industry and extramural sources other than the federal government. Kentucky's business and industrial groups need research services and generally contract for such through the institutions consultative service agencies. However, the basic research needs of government, business and industry could be more fully met if the universities were funded to prepare specialists in the research areas who would be provided employment opportunities in those areas.

In the long-range financing of doctoral programs, it is not feasible to expect at this time that there will be any appreciable funding coming from business and indsutry. Therefore, the original premise that the state and the student should fully underwrite the cost of instruction is reiterated here. Funds accruing from external agencies would expand the research function and would be of invaluable aid to the recruitment, retention and professional preparation of more and better qualified doctoral students.

The group addressed itself to four major issues relating to the financing of doctoral programs:

1. What should the relative support for doctoral students be?
    a. Student percentage,
    b. State government,
    c. Federal government,
    d. Other.

2. How does Kentucky compare to other states in terms of support for doctoral programs?

3. How should Kentucky respond to needs for doctoral graduates? Should the needs be provided:

   a. Through support of in-state programs;
   b. Should Kentucky contract with other states; or
   c. Should Kentucky hire graduates of other states?

4. Should Kentucky industry accept greater responsibility for the support of programs and research of programs required to support businesses and their activities?

The subgroup obtained its basic reference information from the following sources:

1. Reports of national educational organizations:

   a. Committee for Economic Development,
   b. Carnegie Commission on Higher Education,
   c. The Second Newmand Report,
   d. National Board of Graduate Education,
   e. National Commission on the Financing of Postsecondary Education.

2. Reports of the Southern Regional Education Board.

3. Reports of the Kentucky Council on Public Higher Education.

4. Reports of the University of Kentucky Office of Policy and Operations Analysis.

5. Interviews with university officials.

6. Interviews with Kentucky Council on Higher Education staff members.

Major concerns discussed in the group focused on:

1. The allocation of instructional costs of doctoral programs to the student, the state, the federal government, and to other sources;

2. The question of how well Kentucky is supporting its doctoral programs, particularly in comparison to other states;

3. The best approaches for Kentucky to utilize in meeting its needs for doctoral graduates and how these relate to Kentucky's capability of financing doctoral programs;

4. The feasibility and financial impact of involving Kentucky industry in support of doctoral programs, especially in the areas of consultation and research which support businesses and their activities.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Early Childhood Development

It is recommended that:

1. A FULLY FUNDED STATEWIDE PUBLIC KINDERGARTEN PROGRAM BE IN OPERATION BY SEPTEMBER 1980.
2. SPECIAL TRAINING AND CERTIFICATION PROGRAMS FOR KINDERGARTEN-NURSERY SCHOOL TEACHERS BE PROVIDED AND REQUIRED.
3. THE ENTRANCE AGE FOR KINDERGARTEN CHILDREN BE 5 BY SEPTEMBER 1 AND FOR FIRST GRADE THE AGE SHOULD BE 6 BY SEPTEMBER 1.
4. A PERMANENT MECHANISM BE ESTABLISHED IN STATE GOVERNMENT TO COORDINATE PROGRAMS AND SERVICES FOR YOUNG CHILDREN.
5. SPECIAL TRAINING AND CERTIFICATION SHOULD BE PROVIDED AND REQUIRED FOR DAY CARE TEACHERS.
6. COLLEGES AND UNIVERSITIES BE URGED TO OFFER APPROPRIATE PREPARATION FOR TEACHERS IN EARLY CHILDHOOD EDUCATION PROGRAMS.
7. A STATEWIDE SCREENING AND EVALUATION PROGRAM SHOULD BE PROVIDED SO THAT YOUNG CHILDREN'S CAPABILITIES MAY BE ACCURATELY ASSESSED.
8. REGIONAL CENTERS SHOULD BE ESTABLISHED TO OFFER SERVICES IN SCREENING, EVALUATION, TREATMENT AND FOLLOW-UP. THESE CENTERS SHOULD ALSO PROVIDE PUBLIC INFORMATION RELATIVE TO THESE SERVICES.
9. COMPREHENSIVE PROGRAMS SHOULD BE DEVELOPED TO EMPHASIZE AND STRESS THE IMPORTANCE OF READINESS PROGRAMS FOR PRE-SCHOOL CHILDREN IN BASIC SKILLS (READING, WRITING, LANGUATE ARTS, MATHEMATICS). THIS SAME EMPHASIS SHOULD BE CONTINUED IN THE ELEMENTARY GRADES FOR ALL CHILDREN.
10. A STATEWIDE PARENT EDUCATION PROGRAM SHOULD BE DEVELOPED.
11. AN EFFECTIVE STATEWIDE PROGRAM SHOULD BE PROVIDED FOR PRENATAL CARE.

PROBLEMS DISCUSSED

1. Need for a fully state-funded kindergarten to be made available to every five year old in Kentucky.
2. Need for a permanent mechanism for coordinating services to meet all the needs of children from 0-8 years.

3. Need for a comprehensive screening and assessment program for all children under six years of age.

4. Need for special training and certification of nursery school/kindergarten and day care teachers and personnel.

5. Need for parent education in order to facilitate optimal growth and development of all preschool children.

6. Need for greater concentration in teaching basic skills.

7. Need for a college major in Early Childhood Education.

8. Need to discuss and standardize entrance age for kindergarten.

9. Need for provision of transportation for kindergarten children.

10. Need for good prenatal care to be available to all Kentucky mothers so that all children will have a chance for optimal development.

INFORMATION SECURED

1. From the knowledge of professional and lay members of the subcommittee and of guests.

2. From consultants:

   Patrick West, Department of Education
   Jo Dallas, Department for Human Resources
   Dr. Sam Sears, Legislative Research Commission

3. From reports:

   a. "Kentucky's Kindergarten Program: Four Years Later," Legislative Research Commission.

   b. "Training Resources for Early Childhood Development," Kentucky Citizens for Child Development.

   c. "Children in Kentucky, District Profile," Institute for Children.

   d. Profile - Kentucky's Children (Standard Summary)," Institute for Children, Early Childhood Task Group.

   e. Governor Carroll's statement at the Joint Annual Conference on Kentucky's Children, 1975.

   f. Hubert H. Humphrey, III, statement at the Joint Annual Conference on Kentucky's Children, 1975.

   g. "Reassessing our Educational Priorities," Burton L. White, Ph. D., Director, Preschool Project, Harvard Graduate School of Education.

4. From fifteen public hearings conducted by the Vice Chairman, Representative Glenna Bevins.*

5. From questionnaires sent to all school superintendents.**

MAJOR POINTS OF INTEREST AND CONCERN

1. Fully funded statewide kindergarten by 1980.
    a. Special training and certification of kindergarten and nursery school teachers.
    b. Changed entrance age for kindergarten and first grade.
2. Permanent mechanism in state government for young children.
3. Special training and certification of day care teachers.
4. Higher education needs to offer a major in early childhood education.
5. Statewide screening and assessment programs for young children.
6. Comprehensive program to emphasize acquisition of basic skills.
7. Parent education to be made available statewide.
8. Good prenatal care to be made available statewide.

MAJOR RECOMMENDATIONS

The committee's major recommendations in priority order, with rationale and supportive evidence, are as follows.

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*See Apendices A and B.

**See Apendices C and D.

1. FULLY FUNDED STATEWIDE KINDERGARTEN BY 1980. The top priority in Early Childhood Education should be fully funded statewide kindergartens by 1980.

Children Repeat First Grade. Figures presented by the State Department of Education show that 12 percent of the first graders in Kentucky who have not had a kindergarten experience repeat the first grade. Of those children who have participated in a kindergarten experience, only two percent repeat the first grade.

It Costs! The cost for re-educating first grade repeaters is $4,350,000.00 per year in Kentucky. When second grade repeaters are included in this cost figure, the amount jumps to $6.7 million.

We are Doing Less than Most! It is unfortunate to compare the provision for kindergarten in Kentucky with that of the nation at large. A 1974-75 Report No. 65 of the Education Commission of the States on Early Childhood Programs states that 43 states provide public kindergarten with either permissive or mandatory attendance regulations. Thirteen of these 43 states have mandatory attendance regulations. Only two states have no public kindergarten programs at all.

Our children are Out of Step with Prescribed Reading Programs. Publishers of basal reading programs report that their reading materials are developed with the consideration that most states provide kindergarten programs for five year old children. Kentucky's children are placed at an extreme disadvantage upon entering first grade, because they have not had a kindergarten experience.

Governor Julian Carroll has Stated his Support of a Statewide Kindergarten Program. In a speech given in Louisville on October 16, 1975, Governor Carroll said, "Kindergartens not only make good educational sense, they make good fiscal sense. . . Thus rather than unwisely spending that money on giving the first grade to those children the second time, we intend to put that money in a kindergarten program."

The legislature has defined Kentucky public schools as grades K-12.

In accordance with the above definition, the same policies will apply to kindergarten as apply to all other grades except where said policies conflict with KRS, SBE, or KAR.

Kindergarten shall be considered the beginning point of public school education. The kindergarten teacher shall be a regular faculty member. Transportation, proper materials, adequate facilities and certified personnel shall be provided for kindergarten in Kentucky.

2. SPECIAL TRAINING AND CERTIFICATION OF KINDERGARTEN/NURSERY SCHOOL TEACHERS.

State regulations concerning permits to operate private kindergarten/nursery schools require a Bachelor's Degree in Elementary Education of at least one staff member for any such school to receive a regular permit. What is the rationale for this requirement? There is a difference in the training needs of preschool teachers and supervisors and those for elementary grades one through eight. A degree in child development or early childhood education would be more qualifying for work with preschool children and their families.

The Early Childhood Development Subcommittee of the Governor's Task Force on Education suggests that the education requirement be as follows:

> Baccalaureate in Elementary Education with kindergarten endorsement and/or emphasis in Early Childhood Education or Home Economics Degree with emphasis in Early Childhood Development or Degree in Child Development (some institutions outside of Kentucky offer this degree).

3. CHANGED ENTRANCE AGE FOR KINDERGARTEN AND FIRST GRADE.

It is the suggestion of this subcommittee that the entrance age for kindergarten/first grade children be changed according to the following plan:

- Children must be five years old by or on December 31 presently to enter public kindergarten.

- Each year for the next three years, the entrance deadline should be moved back one month.

  Example: Child must be 5 on or before November 30, 1979.
  Child must be 5 on or before October 31, 1980.
  Child must be 5 on or before September 30, 1981.

We suggest that the same plan apply to first grade entrance. A child must be six years old by or on December 31 under the present system.

It is also our belief that this plan, once implemented, should not be subject to change for a period of at least ten years.

We realize that the subject of school entrance age is an issue every time the Legislature meets, but studies in the area of child development add validity to our proposal. Children mature daily - a difference in maturity of several months in age for five and six year old children is often striking. It is generally thought that the added maturity allows children to better handle the pressures and requirements of public school attendance.

To individualize the entrance age policy, we recommend that parents of children born October 1 through December 31 have the option of having their children screened to determine possible readiness for school. It is our belief that some children would be hindered by the above arbitrary age placement.

4. PERMANENT MECHANISM IN STATE GOVERNMENT FOR YOUNG CHILDREN.

The total needs of young children are not presently being met by state government. The services for children are fragmented within many different departments and bureaus. The decisions for young children's education are made in the Department of Education unless those children are in day care facilities, and then the Department for Human Resources is in charge. The decisions affecting the health of and social services for young children are made in even other bureaus. Unfortunately, there is not a mechanism to coordinate the efforts of all of these concerned decision-makers.

The Early Childhood Development Subcommittee of the Governor's Task Force on Education submits the following proposal to allow a coordinated effort for young children and their families in the Commonwealth:

- A Governor's staff member to coordinate efforts relating to young children.
- A Division of Early Childhood Education under the Bureau of Instruction in the Department of Education.
- A Division of Early Childhood Development under the Bureau of Social Services in the Department for Human Resources.

With an administrative assistant to the Governor coordinating the efforts, the division level personnel in the Departments of Education and Human Resources could respond to the total child.

5. SPECIAL TRAINING AND CERTIFICATION OF DAY CARE TEACHERS.

In Kentucky, 198,219 children of working mothers are not in licensed day care. How can Kentucky upgrade the quality of teaching in day care centers? It is the position of the Governor's Early Childhood Development Task Force that teachers trained in child development and early childhood education can offer our children an educationally developmental program to meet the needs of individual children. It is for this reason that we propose a four-year plan (beginning in 1979) to give parents a choice between custodial day care and developmental day care.

We recommend that a graded system be used in licensing centers on the following basis:

License A - Developmental Day Care
License B - Day Care

License A - meet current Department for Human Resources regulations with the additional requirement -

By 1979 - 1 qualified staff member* for every 60 children.
By 1980 2 qualified staff members for every 60 children.
By 1981 - 3 qualified staff members for every 60 children.
By 1982 - 4 qualified staff members for every 60 children.

NOTE: The staff member to qualify must be "on site" at the center most of the time. For example, an owner that is not at the center with the children on a regular basis would not qualify.

License B - meet current Department for Human Resources regulations.

*Definition of a qualified staff member: A teacher who holds one of the following degrees: Associate Degree (AA); Child Development Associate Credential (CDA); B.A. Degree in Elementary Education with emphasis in Early Childhood Education; B.S. in Home Economics with emphasis in Early Childhood Development; B.S. in Child Development.

6. HIGHER EDUCATION NEEDS TO OFFER A MAJOR IN EARLY CHILDHOOD EDUCATION.

Early Childhood Education teachers need to attain knowledge and competence in dealing with young children (birth to age eight) which is not acquired in standard elementary preparation.

Competences Needed in Early Childhood	Unique Needs - Early Childhood
Assess developmental and instructional needs of young children.	Assessment for young children mislabels many children who are too active to sit for the length of time tests take. Often tests used are inappropriate and administered incorrectly.
Set up an effective classroom environment designed to maximize learning.	Environments must allow for movement and for individual developmental abilities.

Manage classroom behavior.	Discipline needs to take into account level of development; positive discipline needs to be emphasized.
Plan and implement appropriate instructional programs for children from varied socioeconomic and cultural backgrounds.	Disadvantaged children need to begin at the image and sensori-motor level and build up to more complex classroom environments.
Demonstrate appropriate interactions and communication with others.	Communication is a skill long omitted from the educational scene. An appropriate balance of assertive action and cooperation needs to be taught early.
Demonstrate knowledge of sequences of development; AND identify curricula and material resources for young children.	New material for young children is available in sequential form. Knowledge of the material and its appropriate use is not now covered in standard elementary programs.
Describe the implementation or optimal coordination of home and school childrearing practices and expectations.	Parent education and total family involvement are the crux of a good early childhood program when the child is still strongly home oriented.
Participate in professional development activities.	Professional activity in organizations which concentrate on young children rather than emphasizing older children is necessary.
Demonstrate a knowledge of the philosophical, historical, sociological and psychological basis of Early Childhood Education.	If young children are to be carefully educated rather than as an afterthought, the change must come with the education of the teachers.

Conclusion: Young children have been as neglected as the special child. There is no Early Childhood Education program (except at UK) for teachers of children birth to eight years. A special major for teachers of these children would provide a more appropriate education for the most crucial foundation years.

7. STATEWIDE SCREENING AND ASSESSMENT PROGRAMS FOR YOUNG CHILDREN.

Of great importance in the early period of a child's life is a thorough assessment of his developmental level in such areas as socialization, gross and fine motor coordination, visual and auditory perception, and emotional security. It would also be highly desirable to be able to ascertain each child's cognitive style, or how he learns; that is to say, through what channel he attains knowledge most efficiently and is best able to transfer and make it available in a variety of situations.

Also important is an assessment very early in life of any specific learning disabilities and, of course, of obvious and significant physical and emotional disabilities.

To make the early years of learning truly effective, educational assessment should take place with regard to both the developmental levels that the child has attained in each area and the development of optimal programs to utilize his strengths and offer early remedies for his weaknesses.

Kindergarten is not when children start learning. Therefore, we recommend that the state take action toward screening and assessing children before they reach kindergarten age. Every child in the state should be offered developmental assessment before entering kindergarten, at the earliest age possible.

At present, early and periodic screening, diagnosis, and treatment for poverty level income children are partly federally funded. However, only about one-third of Kentucky's eligible children are being served by this program because of the lack of regional screening centers, adequate transportation, public awareness, and probably of trained professionals. Thus, federal funds available for a very important service are not being utilized.

8. REGIONAL CENTERS FOR SCREENING, EVALUATION

The committee recommends the following screening procedure be offered to every child in the state:

1. Establishment of regional (or other area-type) centers to offer screening, evaluation, treatment and follow-up services.

2. Public information programs in reference to these screening and evaluation centers.

3. More "Early and Periodic Screening, Diagnosis and Treatment" (EPSDT) screenings for all eligible children.

9. COMPREHENSIVE PROGRAM TO EMPHASIZE ACQUISITION OF BASIC SKILLS (READING, WRITING, ARITHMETIC).

A lack of mastery of the basic skills is more evident each year. a more comprehensive program should be developed to emphasize those basic skills. It is our feeling that the basic skills should be integrated into all areas of the cirriculum; by doing this, mastery of the basic skills as well as increased knowledge in all areas will be attained. Creative and innovative programs which incorporate practice in the basic skills will make learning more effective.

10. PARENT EDUCATION TO BE MADE AVAILABLE STATEWIDE.

The Early Childhood Development Subcommittee suggests that opportunities be made available for parent involvement in the education of their children. Provision for parent education should be an integral part of the state's early childhood and/or adult education programs.

As Governor Carroll stated in Louisville on October 16, 1975:

> Someone has asked why driver's education is so much more important than learning to parent a child. It is a good question because when you stop to think about it, what more fundamental task are those young people expected to do in their lives than bring up their children? The more they know of their needs in those early years the more likely they are to fulfill them adequately. In addition to preparing our students in secondary schools for parenthood, we need a coordination program for educating adults who are out of school. There are many existent facilities and resources, both public and private, in the state that could be used. Materials could be distributed through doctor's offices, through clinics, through hospitals, through comprehensive care centers, schools, and libraries, just to mention a few. In addition, the facilities of our Kentucky educational buildings could be extended as an excellent means for disseminating such information to our adults."

A statewide effort should have as its goals: (1) To develop ways to reach the families of young children and to strengthen their capacities for parenting, and (2) To involve parents in the formal education of their children directly and through decision-making processes.

Possible implementation of these goals should include having faculty groups invite parents to attend workship situations and having some program developed which could provide training for parents to work with their children.

This subcommittee realizes that many individuals and groups provide parent education, but it is our feeling that these efforts are fragmented and should be coordinated by policies at the state level.

11. GOOD PRENATAL CARE TO BE MADE AVAILABLE STATEWIDE.

Repeated demands have been made recently for funding of additional beds in the Neonatology Units at our university hospitals; better and more available prenatal care is mandatory to prevent prematurity and neonatal morbidity.

Gross inefficiency is the least outcome if millions of dollars are poured into a sophixticated treatment program for premature and sick infants when instead a chance for optimal development for all children can be ensured by providing the commonsense measure of good prenatal care for their mothers; the worst outcome is the inevitable tragedy of congenital and developmental disabilities when prenatal care is not available.

EARLY CHILDHOOD DEVELOPMENT SUBCOMMITTEE

Report on Subcommittee Hearings

The Subcommittee on Early Childhood Development decided to have a series of meetings across the Commonwealth for the purpose of receiving input from local persons concerning early childhood education.

Letters announcing these meetings and an attached schedule were sent to the chairmen of local boards of education, superintendents of local school districts, presidents of local PTA's, legislators, and subcommittee members. Also, local news media were notified through the state Office of Public Information.

Proceedings of the hearings were taped and are in the process of being typed and prepared for the subcommittee. These should be ready for our next meeting.

The subcommittee prepared a questionnaire to pass out at each hearing. These were to be completed and turned in by the end of the hearing.

Fifteen (15) hearings were held, and the questionnaires were given to the one hundred twelve (114) individuals attending the hearings.

The questionnaire was designed to determine: (1) the classification of persons attending the hearings, (2) their primary areas of concern, and (3) how these programs should be funded. The results obtained by the use of the questionnaire are summarized as follows:

I. Participants were asked to check one.

Parent	17
Educator	83
Interested Citizen	2
Other	10
TOTAL	112

Notes:

1. Of the 17 who checked parent, ten were state and local PTA officers.

2. In the category of "other" were the following: student early childhood development workers, social workers, occupational therapist, legislators, cooperative extension service employee, and disadvantaged children employee.

II. Primary Areas of Concern

Kindergarten	100
Day Care	19
Nursery School	24
Nutrition	14
Health	17
Other	11

Notes:

1. Forty (40) marked more than one area of concern.

2. One (1) did not mark any areas of concern.

3. Comments that followed this section will appear after Section III.

4. In the category of "other" were the following: elementary primary and secondary, preschool exceptional, child development, 0-8, prenatal care and parent training, high school, teenage parents, and K-3.

III. How should they be funded?

Take funds from existing programs	7
State funds	54
Raise taxes	3
Increase local support	21
Federal	11
Combination of above	45

Notes:

1. Nine (9) did not mark this section.

2. Thirty (30) marked more than one method of funding.

Comments from Section II:

1. Very interesting, thank you for helping us to stay informed on what the Task Force is doing and for being available for feedback.

2. Please provide for parents; and for the 4, 5, 6 year olds!

3. Early childhood is indeed very important.

4. Very interesting session. Please promote parent education and programs for exceptional child.

5. I think kindergarten should be a part of, and in the public schools. I feel, also, that "K" should have the same services that other students have.

6. Developmental education could replace remedial programs.

7. It is of utmost importance that the quality of instruction be controlled.

8. There is a need for kindergarten for all children, comprehensive and full service in design.

9. Children with preschool exceptional handicaps should be treated.

10. If we are to provide services for all our children, we need funds for more buildings, more teachers, and more transportation. Just getting the units does not help meet all the needs of all our students.

11. Need kindergarten units fully funded and implemented by the state.

12. Concern for a kindergarten program fully funded and implemented at the state level to meet the needs of all preschool children.

13. Programs for exceptional children are greatly needed.

14. Competent children can only develop if parents are competent. We need better training of prospective parents, teachers, caregivers, etc., regarding how and why children develop.

15. As early childhood education really begins at birth through family socialization, infancy needs to be considered as an aspect or factor in early childhhod education - including parent education programs.

16. Take money from Head Start and include some state funds,

17. with the provision of having some form of supervision over these funds to see that they go "directly" to the classroom.

18. Preparing teachers and classrooms for these children (handicapped) attending their classes.

19. Considering our state has income tax, it would seem money could be allotted from our state income tax.

20. I feel that the child should not be allowed to begin school until 6 years of age.

21. I am interested to know if state mandated kindergarten is in the near future.

22. Areas of exceptional and talented children, especially creative activities, programs for emotionally disturbed children, and some integration of physically handicapped children into public schools would be beneficial.

23. We in Kentucky need to increase the total number of public kindergartens. Early childhood education prepares the child socially and mentally for his first years in elementary school. Every youngster in Kentucky should be given this opportunity.

24. I support kindergarten funding but not at the expense of other programs.

25. Interested in all areas of child development.

26. I would like to see mandatory kindergarten. I would like to see a mandatory "health room" in each school.

27. However, Bellevue funded all these years.

28. Statewide kindergarten.

29. Urban children have great early education needs. I am very pleased that there is such serious concern for the needs of our children.

30. I'm very interested in seeing the state move toward an understandin and adopting eventually an early childhood education K-3.

31. Great care should be taken for qualified (by education and training) persons to be in such as nursery school as well as kindergarten teachers.

32. Kentucky needs fully funded kindergartens.

Summary of hearings:

To be made when report is completed.

APPENDIX B

EARLY CHILDHOOD DEVELOPMENT SUBCOMMITTEE

Report on Subcommittee Hearings
Taped Proceedings

During the second and third week of July, 1977, hearings were conducted across Kentucky in population centers as well as geographical centers for the purpose of obtaining local feelings regarding early childhood education. These hearings were in the name of the Subcommittee on Early Childhood Development of the Governor's Task Force on Education and at each, Glenna Bevins, Representative of the 77th Legislative District and Vice Chairman of the Subcommittee on Early Childhood Development, conducted the hearing.

The arrangements for the hearings were adequately taken care of by Task Force personnel and the places provided for hearings were more than adequate. These hearings were not structured so as to stifle local initiative but rather to allow complete freedom on the part of local educators and citizens to express themselves on the matters being addressed. Adequate time was allowed for exploration and thought provoking discussion on the matter of early childhood development and education. It might be added here that it was recognized early by Representative Bevins that attention would need to be given to prevention of these hearings becoming problem solving conference. The tendency for participants to want answers to questions points up a very great need for frequent meetings conducted by various agencies so that local citizens can use their collective voice in describing conditions and obtaining answers to problems. If more local public meetings could be held by state officers a greater interest could be developed at the local level in participating in educational matters and in many other state wide programs that affect people.

The small number of persons present for these hearings reveals the need for the public to be well informed and to be allowed ample time to prepare to attend hearings. It is felt that the information regarding the hearing was not made available by the news media as completely as it should have been. Perhaps the amount of time between publicizing the hearings and the actual hearing was insufficient. However, the amount of time can be too great also, to the detriment of good attendance.

Other factors, which probably affected attendance, were extremely hot temperatures, summer vacations, and conflicts with other meetings.

However, the 114 persons attending the hearings were enthusiastic and their expressions of needs and concerns for early childhood development are in line with previous discussions and recommendations of the Early Childhood Development Subcommittee.

Fifteen (15) hearings were held. These meetings were taped and a summary of these tapes with regard to both needs and concerns follows:

Frequent expressions of the needs for Early Childhood

1. Public School kindergartens for all five (5) year olds in Kentucky.
2. Public kindergartens should have qualified teachers who have had practicum in early childhood development.
3. An adequate state supervisory staff for supervision of kindergarten units, this staff to have background training and experience in early childhood development.
4. Screening programs for vision, hearing, speech, etc. be provided for kindergarten as well as grades 1-12.
5. Kindergarten programs should be well planned programs of socialization, developmental skills, pre-reading and pre-math skills.
6. There should be early recognition of exceptional needs of children, followed by early help for problems.
7. There were many comments concerning a need for "parenting" education; however, there were different ideas on what the term meant. Some even spoke of "parent" ed.
8. Higher Education needs to offer a major in early childhood education.
9. The Department of Education, not the Department of Human Resources, should certify developmental programs below kindergarten.
10. Policies affecting grades 1-12 should be changed to K-12.
11. All kindergarten programs should be foundation program units rather than Title 1. This would prevent the conflict of more money being spent on materials, etc. for some classrooms.
12. Parents should become involved in educational programs for their children.
13. The school entrance age should be moved back from December 31 to September, and be done in stages of one month per year until September is reached.

Frequent expressions of concerns about Early Childhood Programs

1. Transportation is a drain on local finances.
2. The amount of funds given for foundation program kindergarten units does not cover salary for experienced teachers or teachers of Rank II (masters degree) or Rank I (masters degree + 30 hrs.) However, one superintendent stated that the foundation kindergarten unit was one program that really paid for itself.

3. Length of day for 5 year olds should be ½ day. A full day is too long for children this age.

4. Parents don't want small children walking to main roads to catch buses.

5. Facility costs of equipping classroom for 5 year olds, i.e. small bathroom fixtures.

6. Children who need kindergarten most are often eliminated because of lack of transportation when parents must transport children one way at noon.

7. Headstart does not require teachers to have training.

8. Drawings and lotteries to determine which children will go to kindergarten where programs are not sufficient to meet the needs.

9. Kindergartens should not take funds from other educational programs.

10. Capital outlay funds not allotted until the program has been in operation for a year.

11. Special education units are not funded 100% and this puts a drain on funds needed for other shool programs.

12. Teachers who have some training toward certification in special education or kindergarten have difficulty in getting courses offered at a time when they can take them, such as after school hours or in the summer.

APPENDIX C

Subcommittee on Early Childhood Education

Results of Questionnaire to Superintendents

Number of public kindergartens	58
Number of private kindergartens	2
Number of systems with public and private kindergartens	5
Number of five year olds in kindergarten	14,016
Number of counties having kindergarten task force	16
Number of systems without kindergarten task force	41
Number of systems noting citizen interest	51
Number of systems noting no citizen interest	2

60 responses total

Questionnaire to Superintendents

Problems in implementing kindergarten:

Lack of space	17
Units needed	16
Money needed	8
Transportation needed	16
Certified personnel needed	1
Conflict with Headstart	1
Public understanding of admissions	1
Cost of equipment	1
Proving worth to principals	1
Desire for all day program	1

60 responses total

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Education by Television

The specific charge of the Education by Television Subcommittee of the Governor's Task Force on Education was to consider the extent to which all Kentuckians, preschool through lifelong learning, should be educated using television as a delivery system. While open circuit telecasts have constituted the major thrust of our study, we have assumed our investigation should include all electronic technology as a means of delivering educational information to the citizens of the Commonwealth. Such technology includes, but is not necessarily restricted to, the following: closed circuit systems, point-to-point microwave systems, community antenna television systems, instructional television fixed service, video and audio cassettes, video discs, radio and telephone.

In his cover letter to the members of the overall Task Force, Governor Carroll stated: "I am asking you to assist in developing a complete blueprint for education, from kindergarten through graduate school, that can serve the needs of Kentucky's students for the next quarter century." This report covers the first two years of that period. We encourage the Governor to reconvene this Subcommittee on Education by Television and to make a thorough study of education by television during the next two years and to recommend action that should be taken in this field during the remainder of the twentieth century.

Education by television (electronic media) is an extremely complicated part of education as a whole. Electronic hardware is essential if education is to be delivered via television. On the other hand, electronic hardware should never become a goal in and of itself. It is a tool, a means to an end. In this case, a better education for all Kentuckians. One task for any long-range education by television committee will be to examine the ever rapidly changing technology and to make recommendations concerning which system(s) the Commonwealth should use to most effectively deliver education to its citizens.

The acquisition of hardware (monitors, VTR's, etc.) will not assure quality education. Effective broadcast instruction is the result of many factors, but some form of personal contact seems to be the common denominator in all effective teaching. It follows, therefore, that imaginative programming, thorough training of teachers in the use of media resources, and coordination of media based efforts will produce the most effective use of electronic technology at the least possible cost. The nature of the material being broadcast, quality of programming, situation existing at the point of reception, number of people being served, teacher effectiveness, and cost as compared to some other means of delivery are items that should be considered prior to the selection of any program.

Much has been written concerning the use of media in education. Television has been proclaimed a panacea for all educational ills; it has also been described as a devil in disguise. The truth lies somewhere between the two extremes. This committee feels that television has been used more effectively in the Commonwealth than in most of the other states. Credit for this should go to KET. Their foresight, dedication and hard work have made it possible for most school districts to receive programming. They have also spent many hours in making teachers aware of available programming and in training teachers in the use of electronic media.

Our minimum recommendation regarding the use of television, preschool through grade 12, for the next two years is that the quality of programming be maintained at its present level and that ETV hardware and technical services be expanded as recommended in the enclosed summary; and in view of perceived needs, that KET be funded at a level that would allow them to develop new programming as requested by the State Department of Education. Finally, we see teacher training in the use of electronic media as a necessity if television is to be used to its fullest potential. Therefore, there should be training for ETV utilization available to teachers. This could take several forms: (a) a televised course; (b) a course taught through the colleges and universities; (c) regional workshops. The Council on Higher Education, the State Department of Education, and Kentucky Educational Television should convene a task force to develop the appropriate course(s) and/or workshops for the training of public school teachers for the utilization of educational television. This task force should be convened no later than two months after the beginning of the biennium.

It is in the realm of higher education, and especially lifelong learning, that we see the greatest potential for the use of electronic media as a delivery system in the next two years. Little has been done in the Commonwealth using television as an instructional medium. Other states have experimented and studies have been conducted indicating enormous potential, especially in affective areas. Some of the more exciting challenges have come from the Carnegie Commission on Higher Education, which has highlighted the value of electronic technology in freeing education from traditional constraints such as time and space. So confident is the Commission in the viability of electronic technologies that they have estimated that by the year 2000 some ten to twenty percent of on-campus instruction will be media based.

The Commission's estimate as to the on-campus use of electronic technologies in higher education may seem dramatic, but using media to deliver instruction to off-campus learners will undoubtedly increase to even more astonishing levels as many more Kentuckians participate in lifelong learning experiences. Articles written on the thrust of education in the last quarter of the twentieth century indicate that job retraining, upward mobility, and self improvement will occupy educational stage center for the foreseeable future. The Carnegie Commission says: "In today's world, men and women need not only solid educational foundations, but also lifelong opportunities to adapt, to renew themselves, and to acquire new knowledge."

We feel that the use of electronic media as a delivery system presents unlimited possibilities for training many thousands of Kentuckians who, for a variety of reasons, cannot enroll or do not wish to enroll in regular college courses. Some of the groups to which we refer are: the homebound, the aged or retired, the institutionalized, workers barred from higher education for economic and occupational reasons, the geographically isolated, those needing occupational retraining, and those who simply want to enrich their lives through further study.

The Subcommittee on Education by Television recommends that:

1. AT A MINIMUM, THE QUALITY OF PROGRAMS BE MAINTAINED AT ITS PRESENT LEVEL FOR THE NEXT TWO YEARS.
2. AN OFFICE OF STATEWIDE COORDINATOR OF ETV-ITV IN CONTINUING AND HIGHER EDUCATION BE ESTABLISHED.
3. SALARIES AND BUDGETED MONIES FOR THE OFFICE BE SUFFICIENT TO GUARANTEE A HIGHER LEVEL OF PERFORMANCE.
4. SUFFICIENT FUNDS BE PROVIDED TO PRODUCE OR ACQUIRE SOFTWARE TO MEET IDENTIFIED NEEDS.
5. THE SCHOOL RECEPTION EQUIPMENT PROJECT CONTINUE TO BE FUNDED THROUGH 1978-80.
6. EVERY PUBLIC SCHOOL IN KENTUCKY HAVE FUNCTIONAL TELEVISION RECEPTION CAPABILITY, EITHER A MASTER ANTENNA OR A CABLE CONNECTION DISTRIBUTION SYSTEM.
7. EACH PUBLIC SCHOOL IN KENTUCKY HAVE ONE TELEVISION RECEIVER PER ACTIVE CLASSROOM; AT LEAST 70 PERCENT OF THIS TO BE ACHIEVED IN THE NEXT BIENNIUM.
8. EACH PUBLIC SCHOOL IN KENTUCKY HAVE AT LEAST ONE VIDEOTAPE RECORDER; IN SOME CASES TWO OR MORE COULD BE JUSTIFIED.
9. TECHNICAL FIELD SERVICES BE EXPANDED BY ADDING 14 ADDITIONAL TECHNICIANS TO THE KET SYSTEM.
10. APPROPRIATE TRAINING FOR TEACHERS BE PROVIDED SO THAT EFFECTIVE UTILIZATION OF TELEVISION BE ACHIEVED.
11. ADEQUATE FUNDS BE PROVIDED FOR PRODUCTION OF TELEVISION PROGRAMS.
12. ITFS IN JEFFERSON COUNTY CEASE IN THE PRODUCTION OF PROGRAMS FOR JEFFERSON COUNTY SCHOOLS AND START IMMEDIATELY OR WHEN FEASIBLE USING KET PROGRAMMING; CLASS SIZE NOT EXCEED 30 STUDENTS PER CLASS, I.E., A REGULARLY SCHEDULED INSTRUCTIONAL CLASS USE ETV.
13. TELEVISION BE USED AS A SUPPLEMENTAL RATHER THAN PRIMARY VEHICLE AND SHOULD BE USED AT THE DISCRETION OF THE TEACHER.
14. THE EDUCATIONAL TELEVISION SUBCOMMITTEE CONTINUE ITS WORK DURING THE NEXT BIENNIUM; THAT THE SCOPE OF THE WORK BE EXPANDED TO INCLUDE ALL MEDIA DELIVERY SYSTEMS; AND THAT A LONG-RANGE PLAN BE DEVELOPED TO MAXIMIZE EDUCATIONAL OPPORTUNITIES FOR ALL KENTUCKIANS.

RATIONALE AND DISCUSSION OF RECOMMENDATIONS

The most pressing need is for the establishment of an Office of Statewide Coordinator of ETV-ITV in Continuing and Higher Education. The duties of the Coordinator would be equally divided, at least initially, between continuing education matters (The committee is also interested in using separate terms to designate ETV-ITV in: (1) higher (formal) education settings and (2) continuing or life-long learning settings. While a discussion of the semantics of the various terms would be germane to this report, we point out that our use of the term "continuing education" here is used as a generic term encompassing the certain more or less particular meanings of "life-long," "vocational," "inservice," "upgrading," "self-teaching," and other types of instruction which do not take place within the walls of an established campus, or as part of organized, formal, credit-bearing courses typically offered by established institutions of higher education.) and formal, higher education matters. Very importantly, the Coordinator must be sufficiently high in the state bureaucracy to command cooperation from institutions of higher education, KET and other interested parties. This person would encourage the fuller, more effective utilization of ETV-ITV through:

1. Working with various industrial, business, professional, occupational, civic, and other groups as well as KET to identify the major opportunities for ETV-ITV in continuing education in this state.

2. Working with all institutions of formal, higher education and KET to identify the major needs and opportunities for ETV-ITV in higher education. Part of this task would be to facilitate inter-institutional cooperation in both pre-recorded and real-time programming efforts.

3. Working with KET, institutions and their officers, as well as civic, occupational and other groups referred to in No. 1. above, to assure the production (or acquisition) and the scheduling of programming in such a way as to meet identified needs (assuming programming funds are available).

4. Developing policies, evaluating facilities, working on funding matters, and other duties necessary for the operation of an office with comprehensive responsibilities for the coordination and development of ETV-ITV in continuing and higher education.

5. In order to pursue the work outlined above, the coordinator would require staff support, including at least one assistant coordinator, and one clerk-stenographer.

Inasmuch as the Coordinator should go beyond ascertainment matters into an aggressive program of action, whether for statewide needs or more localized needs (as in the case of some possible continuing education efforts), he/she will be involved in research, travel, extensive telephone communications, and the like. We choose not to suggest special funding levels, but rather to recommend that salaries and budgeted monies for the office(s) be sufficient to guarantee a high level of performance.

Provision should also be made for funds to produce or acquire software which will meet identified needs. Whether these funds go directly to KET or to the Coordinator's Office, the Coordinator should be given considerable influence in determining how they are to be allocated. Probably one year should be allowed for start-up of such an office, with provision for production/acquisition activities to begin during the second year.

The group feels that the "Report to the Kentucky Council for Higher Education" by the Educational Television - Higher Education Study Group, dated August 1975, is an important document well worth continuing consideration.

The subcommittee believes that the School Reception Equipment Project, funded by the 1976 Legislature, has proved extremely beneficial to the school districts in Kentucky which participated. One hundred seventy six (176) of the 181 districts took advantage of the matching funds for updating their ETV use.

The subcommittee further believes that the goals of the 1976 Legislature in funding the project can reach fruition if the project is refunded by the 1978 Legislature. The four recommendations immediately following reflect the TV hardware-related needs of Kentucky schools as discerned by the Subcommittee on Education by Television.

1. Every public school in Kentucky must have functional television reception capability; either a master antenna distribution system or a cable connection and distribution system.

   Currently, 315 public schools need antenna or cable systems for receiving and videotape playback.

315	schools
x 22	classrooms/school (average)
6,930	classrooms needing wiring
6,930	classrooms
x $175	distribution system cost/classroom
$1,212,750	total cost for achieving 100 percent reception capability among Kentucky public schools*

*In fact, this appropriation would not achieve 100 percent reception capability. Monies would be allocated to all 181 school districts. There is not equal need for antenna system installation among the districts. Districts which are currently completly wired (every school in the district has an antenna system or cable) can use the money for the distribution system for videotape playback within the school or for any needed repair. Other districts which are less equipped for TV reception (few or no schools are wired) may not receive an allocation large enough to cover the cost of wiring every school.

Using the average 60/40% split of the present equipment project:

$1,212,750		$1,212,750	
x .6		x .4	
$ 727,650	cost to state	$ 485,100	local contribution

2. Ultimately, each public school in Kentucky should have one TV receiver per active classroom. The subcommittee strongly recommends that a 70% statewide TV receiver availability be achieved in the coming biennium.

   Currently, there are 30,768 classrooms in Kentucky schools.

30,768	
x .7	
21,538	TV receivers necessary to have 70% availability
21,538	
-13,026	receivers now in school
8,512	receivers needed to achieve a statewide average of 70% availability. This will NOT assure equity among the districts. This does not include replacement of inoperable receivers (approximately 12% extant receivers do not work).
$435.00	cost per receiver
68.95	cost per stand
$503.95	cost per unit
($504)	
$504	per unit
x 8,512	units
$4,290,048	total cost at achieve 70% receiver availability (at present state contract prices). Figure does not include repair of existing inoperable receivers.

   Using the average 60/40% split of the present equipment project:

$4,290,048		$4,290,048	
x .6		x .4	
$2,574,028.80	cost to state	$1,716,019.20	local contribution

3. Each public school in Kentucky must have at least one videotape recorder. Secondary schools, whose various schedules of changing classes often make the viewing of ETV impossible, must have two or more VTR's.

Currently, there are 1,409 public schools in Kentucky
964 elementary schools
445 secondary schools

Currently, 131 elementary schools have one or more VTR's.
154 secondary schools have one VTR.
48 secondary schools have two or more VTR's.

964 elementary schools
-131 elementary schools with 1 VTR

833 elementary schools with no VTR

833
x2,500 cost per VTR unit, including installation
$2,082,500 total cost for 1 VTR/elementary school

$2,082,500	$2,082,500
x .6	x .4
$1,249,500 cost to state	$ 833,000 local contribution

445 secondary schools
-48 secondary schools with 2 or more VTR's
397
-154 secondary schools with 1 VTR (one VTR needed)
243 secondary schools with no VTR (two VTR's needed)

154
+486
640 VTR's needed to achieve 2/secondary school

640
x2,500
$1,600,000 total cost for 2 VTR's/secondary school

$1,600,000	$1,600,000
x .6	x .4
$ 960,000 cost to state	$ 540,000 local contribution

Total number VTR's needed:	1,473
Total cost:	$3,682,500
Cost to state:	$2,209,500
Local contribution:	$1,473,000

4. The technical field services section at KET must be expanded to 17 technicians to help schools keep their antenna systems and television equipment in operating condition.

There are three FTS's* presently traveling the state. Fourteen need to be hired and supplied with a vehicle and test equipment. Since the original 3 are already on the payroll, these figures reflect only the expense for the additional 14.

Since most component breakdowns would not be field repairable, a central shop located at the KET network center, must be established.

ITEM	TOTAL COST FOR 14 FST's	
Vehicle, test equipment signal test mast @ $20,000	$280,000	
Central Shop	25,000	
Salary (average) @$15,000	210,000	
Operating (travel, lodging, 20,000 miles @ .18 mile, 46.9 weeks @$11/day subsistence) A $6,179.50	86,513	
	$601,513	total for first year of biennium
Recurring costs:		
Salary @$16,000	224,000	
Operating @$6,200	86,800	
	$310,800	second year

$601,513
310,800

$912,313 total cost for biennium

Support personnel:	Annual	
School Maintenance Supervisor	$16,000.00	
Central Shop Maintenance Supervisor	12,000.00	
Records/check parts inventory Supervisor	10,000.00	
	$38,000.00	Annual

$76,000.00 for the biennium

*FST (Field Service Technician) Seventeen FST's would necessitate four support personnel, working in Lexington at the network center. One is already on staff; three are needed.

5. There should be training for ETV utilization available to teachers. This could take several forms:

   (a) A televised course

   (b) A course taught through the colleges and universities

   (c) Regional workshops

   The Council on Higher Education, the State Department of Education, and Kentucky Educational Television should convene a task force to develop the appropriate course(s) and/or workshops for the training of public school teachers for the utilization of educational television. This task force should be convened no later than two months after the beginning of the biennium.

6. The most pressing need is for the establishment of an Office of Statewide Coordinator of ETV-ITV in Continuing and Higher Education. The duties of the Coordinator would be equally divided, at least initially, between continuing education matters and formal, higher education matters. Very importantly, the Coordinator must be sufficiently high in the state bureaucracy to command cooperation from institutions of higher education, KET and other interested parties.

Total Costs

ITEM	STATE COST	LOCAL COST
Reception	$ 727,650	$ 485,100
Receivers	2,574,028	1,716,019
VTR's	2,209,500	1,473,000
FST's	912,383	
	$6,423,491	

The recommendations emphasized hardware -- the equipment and attendant support services for the delivery of education by television. The subcommittee believes this is a necessary first step in providing quality educational television for in-school use. The need does not end there, however.

Adequate funds should be provided for production of television programs. Indeed, the availability of quality programming will in the end determine the success or failure of education by television.

The subcommittee commends KET on the excellence of their award-winning productions and recommends that increased funding be provided to continue to produce the kinds of programs needed by Kentucky's students.

The most effective format for educational television has been the subject of research since its beginning. Discussion continues whether educational television is more effective as basic instruction or as enrichment.

A review of the literature indicates that television is best when it complements the ongoing instructional program. Television cannot replace the value of one-to-one contact and/or individual attention.

Therefore, the subcommittee agrees with the KET philosophy of television as a valuable educational tool used to expand the student's experiences and enrich the educational program.

There are situations, however, when educational television can and should be used to deliver basic instruction. These situations include the absence of an adequately prepared teacher or when a student must view the program without the support of a classroom setting.

The subcommittee recognizes that television in Jefferson County is an integral and interwoven part of that system's course of study, yet questions the value of the system's large classroom settings and the use of television as basic instruction. The subcommittee has been informed that a comprehensive research project dealing with these and other questions regarding Channel 15 will be conducted by the Jefferson County Education Consortium.

The subcommittee is aware of both the everchanging nature of communications technology and the developing educational needs of the people of the Commonwealth. The subcommittee, therefore, recommends that its work continue during the next biennium. It is further recommended that the scope of work be expanded to include all media delivery systems and that a long-range plan be developed to maximize educational opportunities for all Kentuckians.

The subcommittee further recommends that ITFS in Jefferson County cease in the production of programming for Jefferson County Schools and start immediately or when feasible, using KET's programming, thereby saving 1.3 million dollars a year in the Jefferson County School System; and that class size not exceed 30 students per class, i.e., a regularly scheduled instructional class use ETV.

The subcommittee also recommends that TV education be a supplemental tool rather than a primary vehicle and used at the discretion of the teacher rather than it be compulsory for her to use TV programming.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the
Subcommittee on Education for Exceptional Children

This committee held seven hearings statewide for the purpose of having parents, educators, superintendents of schools, and interested citizens discuss problems with the exceptional child. It was felt that this was necessary in order to bring together a broad-based input for the Governor's Task Force on Education.

PROBLEMS DISCUSSED

While many problems were discussed, listed below are the problems that were considered to be the most important.

1. Pre-school and post-school programs.
2. Education of the gifted child.
3. Public Law 94-142 — Dissemination of information and implementation.
4. Proper testing/evaluation and placement.
5. Academic and ancillary services.
6. State schools and institutions.
7. Non-public schools and programs.
8. Funding.
9. Transportation.
10. Communication.
11. Low-incidence handicapping conditions.
12. Personnel — (a) Educational requirements; (b) Monetary incentive; (c) in-service training; (d) Para-professionals.
13. Equalization of programs and services throughout the Commonwealth.
14. Parental advocacy and involvement.

SOURCES OF INFORMATION

The following is a list of the committee's sources of information. The main source of information was the public hearings. Reliance was placed on the people truly concerned with the exceptional child.

1. Reports -- from state, local and national publications.
2. Consultants in-state and out-of-state.
3. Public hearings -- Paducah, Covington, Somerset, Ashland, Prestonsburg, Bowling Green, and Louisville.
4. Knowledge of members of subcommittee.
5. Correspondence of parents, educators, and general public.
6. Input from Kentucky and National White House Conference.

MAJOR POINTS OF INTEREST AND CONCERN

Listed below are the topics which the committee believed to be most important.

1. Legislative and education of pre-school and post-school.
2. Gifted.
3. Testing/evaluation/placement.
4. Staffing.
5. Low-incidence handicaps.
6. Special schools and programs -- public and non-public.
7. Parental education and involvement.
8. Public information and education.

RECOMMENDATIONS REQUIRING LEGISLATION

Certain recommendations and priorities require legislation. Others can be done through policy and regulation. The following are recommendations requiring legislation.

1. THAT LEGISLATION BE ENACTED WHICH WOULD REQUIRE PUBLIC SCHOOL PROGRAMS FOR EXCEPTIONAL CHILDREN AGES 3-5, AND 18-21, IN THE 1978 SESSION OF THE LEGISLATURE FOR FULL COMPLIANCE WITH PUBLIC LAW 94-142.
2. KRS 147.360 BE AMENDED TO PROVIDE: (a) THE DELETION OF PARAGRAPH THREE (3) TO RETURN FUNDING TO THE BONUS-BASE FOR EXCEPTIONAL UNITS: (b) AMEND PARAGRAPH SIX (6) OF SAME SECTION TO INCLUDE CLASSROOM UNITS FOR THE GIFTED. THESE UNITS SHOULD BE APPROVED THROUGH THE BUREAU FOR EXCEPTIONAL CHILDREN.

3. LEGISLATION BE DEVELOPED TO ALLOCATE STATE FUNDS FOR USE BY LOCAL SCHOOL DISTRICTS TO CONTRACT FOR EDUCATIONAL SERVICES FOR HANDICAPPED CHILDREN.

4. A BROAD-BASED COMMISSION FOR EXCEPTIONAL CHILDREN BE ESTABLISHED, INDEPENDENT OF THE ADVISORY PANEL REQUIRED BY PUBLIC LAW 94-142. THIS COMMISSION WOULD HAVE PARENTS, EDUCATORS, ADMINISTRATORS, AND PARA-PROFESSIONAL PEOPLE SERVE ON IT.

OTHER RECOMMENDATIONS

1. A UNIVERSAL SCREENING PROGRAM BE INITIATED TO IDENTIFY HANDICAPPED CHILDREN AT BIRTH.

2. DEVELOP A TESTING/EVALUATION/PLACEMENT PROGRAM. ESTABLISH ASSESSMENT IN ALL AREAS BY CERTIFIED AND QUALIFIED EXAMINERS. AREAS TO BE ASSESSED:

    A. Physical functioning
        1) vision
        2) hearing
        3) speech mechanism
        4) motor/psychomotor
            gross motor
            fine motor
        5) medical health

    B. Cognitive functioning
        1) intelligence
        2) adaptive behavior
        3) thinking processes
            knowledge
            comprehensive
            application
            analysis
            synthesis
            evaluation

    C. Language functioning
        1) receptive
        2) expressive
        3) nonverbal
        4) speech

    D. Educational functioning
        1) achievement in subject area
        2) learning style
        3) strengths and weaknesses
        4) pupil progress in specific skill areas

E. Social-emotional functioning
    1) social/psychological development
        attending/receiving
        responsive
        valuing
        organizing
        characterizing
    2) self-help skills

F. Family
    1) dominant language
    2) parent-child interactions
    3) social service needs

G. Environment
    1) home
    2) school
    3) interpersonal
    4) material

3. YEAR-ROUND SCHOOLING BE PROVIDED FOR EXCEPTIONAL CHILDREN INCLUDING THE GIFTED CHILD (PRIORITY GIVEN TO LOW-INCIDENT CHILDREN).

4. REGIONAL CENTERS FOR TESTING, EVALUATION, PROGRAMS AND SERVICES BE ESTABLISHED.

5. A CENTRAL INFORMATION OFFICE BE ESTABLISHED.

6. PARENT EDUCATION, PARENT INVOLVEMENT, AND IN-SERVICE TRAINING BE PROMOTED.

7. ANCILLARY SERVICES BE PROVIDED THROUGH INTER-DISTRICT COOPERATION.

8. ADEQUATE TRANSPORTATION SHOULD BE PROVIDED FOR EXCEPTIONAL PUPILS. THIS COULD BE IMPLEMENTED BY HAVING REBATES FOR TRANSPORTATION, CONTRACTING WITH PARENTS, AND ANY SYSTEM WHICH WOULD PROVIDE PAYMENT FOR ADEQUATE TRANSPORTATION FOR THESE CHILDREN.

EDUCATIONAL PRIORITIES

1. DEVELOP RECIPROCITY AGREEMENTS WITH NEIGHBORING STATE UNIVERSITIES FOR TRAINING OF EXCEPTIONAL TEACHERS AND OTHER PERSONNEL; PROVIDE MONETARY INCENTIVE FOR RECRUITING AND EMPLOYING CERTIFIED PERSONNEL; DEVELOP NEW PROGRAMS AND UPDATE EXISTING PROGRAMS AT KENTUCKY COLLEGES AND UNIVERSITIES IN TEACHER TRAINING AND CERTIFICATION PROGRAMS.

2. EMPLOY THE MOST QUALIFIED AND CERTIFIED PERSONNEL IN SUPERVISORY AND ADMINISTRATIVE POSITIONS WITHOUT POLITICAL INTERFERENCE.

3. PROVIDE FUNDS FOR TRAINING OF PARA-PROFESSIONALS AND UTILIZE THESE PARA-PROFESSIONALS IN THE CLASSROOM.

4. REVISE PRESENT STATE CERTIFICATION REQUIREMENTS FOR ALL SCHOOL PERSONNEL TO INCLUDE AT LEAST NINE (9) HOURS OF AWARENESS/METHOD TYPE COURSES.

5. PROVIDE THAT THE BUREAU FOR EXCEPTIONAL CHILDREN, INCLUDING THE GIFTED CHILD, SHOULD HAVE SUPERVISORS FOR COORDINATION IN ALL AREAS OF EXCEPTIONALITIES.

6. MONITOR FOR QUALITY OF SERVICE BY PEERS FROM OTHER DISTRICTS.

7. PROVIDE PROPER IN-SERVICE TRAINING AND TIME ALLOWANCE FOR TEACHERS, ADMINISTRATIVE, (REGULAR AND SPECIAL), AIDES, AND SUPERVISORY PERSONNEL.

PUBLIC LAW 94-142 RECOMMENDATIONS

The committee attended one hearing on Public Law 94-142, wholeheartedly endorsed all of the provisions, and gave it a high priority with recommendations as follows.

1. DEVELOP AND DISTRIBUTE A SIMPLIFIED PAMPHLET.

2. PROVIDE IN-SERVICE FOR PARENTS AND TEACHERS.

3. USE PAID MEDIA TO SUPPLEMENT A PUBLIC AWARENESS CAMPAIGN.

4. MONITORING DISTRICTS TO DETERMINE DEGREE OF QUALITY AND QUANTITY OF IMPLEMENTATION.

RECOMMENDATIONS FOR STATE, FEDERAL AND LOCAL DISTRICTS

It is believed that there are problems in the area of state, federal and local school district communications. Appropriate programs should be provided for the exceptional child who is at the post-school level. More contact with private schools on a statewide level is needed. Changes in the structure of special schools is needed. Listed below are concerns and recommendations in these areas.

1. INCREASED COMMUNICATION AND COOPERATION BETWEEN THE BUREAU AND LOCAL DISTRICTS REGARDING POLICIES, PROCEDURES, LAWS, AND SO FORTH. COOPERATIVE PROGRAM PLANNING AMONG SCHOOL DISTRICTS. PROMOTE COOPERATION AMONG BUREAU FOR EXCEPTIONAL CHILDREN, DEPARTMENT FOR HUMAN RESOURCES, AND OTHER STATE AND LOCAL AGENCIES.

2. MONITORING AND ENFORCEMENT OF PRESENT AND FUTURE REGULATIONS.

POST SCHOOL RECOMMENDATIONS

1. IMMEDIATE EVALUATION OF EMPLOYMENT OR LEVEL OF UNDER-EMPLOYMENT OF PUBLIC SCHOOL GRADUATES UPON LEAVING SCHOOL. DETERMINE NEED FOR POST-GRADUATE TRAINING BASED ON EVALUATION. INCORPORATE FINDINGS INTO UNDER-GRADUATE TRAINING.
2. DESIGN APPROPRIATE PROGRAMS TO MEET THE NEEDS.

PRIVATE SCHOOL RECOMMENDATIONS

1. EXPLORE CONTRACTURAL ARRANGEMENTS BETWEEN PRIVATE AND PUBLIC SECTORS.
2. REQUIRE CERTIFICATION STANDARDS EQUAL TO THOSE OF PUBLIC SCHOOL.
3. REQUIRE ANNUAL REVIEW OF PRIVATE SCHOOL PROGRAMS.

SPECIAL SCHOOL RECOMMENDATION

1. CHANGE HIRING PROCEDURES AT KENTUCKY SCHOOL FOR THE DEAF, KENTUCKY SCHOOL FOR THE BLIND, AND OTHER STATE INSTITUTIONS.

INSTITUTIONALIZED CHILD RECOMMENDATION

1. IT IS THIS COMMITTEE'S RECOMMENDATION THAT A SPECIAL STUDY BE MADE ON THE INSTITUTIONALIZED CHILD. WE FOUND INADEQUATE EDUCATIONAL PROGRAMS TAUGHT BY UNCERTIFIED TEACHERS.

RATIONALE

Early intervention and education of a handicapped pre-school child would not only result in higher degrees of functioning and abilities but would cost less by decreasing the number of state-supported and institutionalized individuals and individuals in sheltered workshops.

Funds must be made available to special education without penalty to regular education. The bonus unit should be restored as the base for funding special education units. Certainly, provision must be made for the gifted child. Our gifted children should have every opportunity to obtain their fullest potential. Therefore, we recommend the changing of KRS 157.360, 6, to include the gifted child. Our gifted children are out greatest asset and greatest hope of the future.

This committee will continue its work on behalf of the exceptional child beyond the October meeting and beyond even the existence of the Task Force as an interested group of citizens.

No attempt was made to determine the dollar figure on these recommendations as the state has many fiscal officers in the Department for Human Resources and Department of Education who are experts in these fields. This committee was not constituted to place monetary consideration on the exceptional child.

The rationale for our recommendations comes from the great need statewide to equalize programs and services for the exceptional child.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the
Subcommittee on Expenditures for Education

The Subcommittee on Expenditures for Education focused its attention on the educational expenditures of elementary and secondary schools under the Foundation Program.

In carrying out its responsibility the subcommittee reviewed current data and previous studies, consulted with authorities in the State Department of Education, conferred with other Task Force Subcommittees, held a Public Hearing in Frankfort on July 11, 1977, and sent its own survey to 237 educational and interested citizens.

While the efforts of this Subcommittee were restricted to primary and secondary education, the need for study and evaluation of the operation of Higher Education was not overlooked. The magnitude and complexity of such a study, however, made it appropriate to set aside for further and special attention, this category of the total education picture.

The subcommittee found that the Foundation Program has proved to be an effective means of distributing funds for Public Schools in Kentucky. However, the subcommittee feels that the recommendations which follow will make the Foundation Program stronger and more equitable for the school children in Kentucky.

It is recommended that:

1. THE STATE SHOULD PROVIDE KINDERGARTEN FOR EACH CHILD AND THAT THE STATE SHOULD PAY THE ENTIRE COST FOR THE INSTRUCTION AND TRANSPORTATION OF KINDERGARTEN CHILDREN.

   The subcommittee estimates an enrollment would be approximately 56,680. Assuming that twenty students would be enrolled in two half day sessions per day, the number of new program units needed to meet this need would require 1,097 new units (includes 121 ASIS and 9 supervisors). Additionally, the subcommittee assumes that for each unit, $356 is needed per unit to replace lost fees. Each program would cost an anticipated $15,422. Additionally, 4,467,895 is needed for transportation. The total estimated cost to implement this recommendation is $21,339,549 for 1978-79.

2. THE CURRENT RATIO FOR ASIS UNITS BE LOWERED TO 6:1.

   The current ratio for ASIS units of 8:1 is not realistic. (See Financing the Public Schools of Kentucky (study made by the National Education Finance Project for the Kentucky State Department of Education, 1973).

Assuming the basic units remain at 27:1 on ADA and no change in method of allocating vocational and exceptional education, units would cost an additional $23,000,000 in 1978-79.

3. THE BONUS UNIT SHOULD BE RESTORED FOR EXCEPTIONAL AND VOCATIONAL EDUCATION UNITS.

   Increased costs associated with these programs for special students, including gifted children and vocational education, should be recognized. These units will generate additional finances for these increased costs. Many exceptional children are being encouraged to spend part of their day in regular classrooms and should be counted in average daily attendance. Assuming no increase in the number of units available, the cost of reinstating the bonus unit would be $18,400,000 for 1978-79.

4a. THE SALARY FOR TEACHERS BE EQUAL TO THE AVERAGE SALARIES OF TEACHERS IN THE SEVEN SURROUNDING STATES.

Kentucky's present average salary is $10,950 for 1976-77 school year. It is anticipated that the average salary will increase by $790 per teacher in 1977-78. Assuming a six percent (6%) rate of growth per year with the average salary in the seven surrounding states being $12,263 in 1976-77, the amount of new money needed to bring Kentucky to its goal and hold constant would be $45,569,505 approximately.

4b. SALARIES FOR NON-CERTIFIED PERSONNEL BE COMPARABLE TO THE AVERAGE SALARIES FOR EQUIVALENT POSITIONS IN THE SEVEN SURROUNDING STATES.

No cost estimates or number of personnel employed in the various categories is presently available.

5. A FACTOR FOR INFLATION BE BUILT INTO THE FORMULA FOR ALLOCATION OF BASIC UNITS.

   Additional costs arising from increased costs of living and inflation necessitates the building of a factor. In 1976-77 and 1977-78 the factor budgeted was for an inflation rate of eight percent (8%). Assuming eight percent (8%) increase and no new units, the cost in new money for 1978-79 would be approximately $6,200,000.

6a. MANDATORY FRINGE BENEFITS, INCLUDING WORKMEN'S COMPENSATION, MINIMUM WAGE AND HOUR LAWS, AND UNEMPLOYMENT INSURANCE BE FULLY FUNDED BY THE STATE.

6b. MANDATORY FRINGE BENEFITS SHOULD BE COVERED CATEGORICALLY AND SEPARATELY UNDER THE FOUNDATION PROGRAM.

6c. THE STATE SHOULD CONTRIBUTE THE SAME PERCENTAGE OF TEACHERS' SALARIES TO THE TEACHERS' RETIREMENT SYSTEM AS IS CONTRIBUTED TO THE KENTUCKY EMPLOYEES' RETIREMENT SYSTEM FOR OTHER STATE EMPLOYEES.

Assuming the same number of personnel are employed in the future as are presently, and the cost of workmen's compensation averaging five percent (5%) of total salaries, unemployment insurance cost being based on 2.7% of the first $6,000 annual income, retirement at 7.25% of non-certified with an annual certified salary being $12,500, and average non-certified salary being $6,000 per year, the total estimated cost for 1978-79 would be $29,358,500.

7. A PORTION OF THE FUNDS ALLOCATED FOR CAPITAL CONSTRUCTION BE SET ASIDE TO MEET THE NEEDS OF SCHOOL DISTRICTS RESULTING FROM SYSTEM GROWTH, MANDATED REQUIREMENTS FOR HANDICAPPED CHILDREN, AND ENVIRONMENTAL, FIRE AND SAFETY REGULATIONS.

   There is no data presently available as to the status of buildings at this time in relation to handicapped children and environmental, fire, and safety regulations. By increasing the capital outlay by $100 in 1979, it would result in a cost of approximately $3,292,490. If the number of units for vocational, exceptional children and kindergarten remains unchanged, the 1977-78 capital outlay is $1,700 per unit. The second year of the biennium, by increasing the capital outlay an additional $100, would cost approximately $3,448,430 for 1979-80 above the 1978-79 appropriation.

8. THE ACTUAL EXPENDITURES FOR PUPIL TRANSPORTATION SHOULD BE PAYED BY THE STATE INSTEAD OF THE PRESENT METHOD.

   The actual cost in 1976-77 exceeded the funding level by approximately $5,000,000 in 1978-79.

9. THE FORMULA FOR CALCULATING FUNDS FOR INSTITUTIONAL SUPPLIES BE REVISED TO COVER ACTUAL COSTS.

   Assuming that $20 per child in average daily attendance is sufficient to eliminate all fees, $4,600,000 was allocated for 1977-78 to eliminate fees. The approximate cost for 1978-79, including the previously appropriated $4.6 million, would be $12,610,000 based on an estimated enrollment of 630,500.

10. THE POWER EQUALIZATION PROGRAM BE CONTINUED AND EXPANDED AS A SIGNIFICANT MEANS OF EQUALIZING EDUCATIONAL OPPORTUNITIES THROUGHOUT KENTUCKY.

11. SPECIAL FUNDS BE EARMARKED FOR ALLOCATIONS BY THE STATE DEPARTMENT OF EDUCATION TO LOCAL DISTRICTS FOR DISCRETIONARY USE IN ENCOURAGING CHANGE AND INNOVATION IN PROGRAMS.

    By initiating these funds, local districts would be able to upgrade and reorient educational purposes and programs. No estimated costs are available.

12. CONSIDERATION BE GIVEN TO NOT DEDUCTING FROM LOCAL DISTRICT ALLOCATIONS THROUGH THE FOUNDATION PROGRAM FOR EPIDEMICS, FLOODS, TORNADOS, EXTREME WEATHER OR OTHER ACTS OF GOD.

    The subcommittee felt that the present method of allocation, utilizing average daily attendance, should be retained. The use of membership in calculation would result in higher rates of student absenteeism.

The subcommittee felt that extraordinary events should not be counted against the local schools.

13. A STUDY BE INITIATED TO DETERMINE THE IMPACT ON EXPENDITURES FOR EDUCATION IN VIEW OF THE FUTURE LIKELIHOOD THAT SCHOOLS WILL BE REQUIRED TO OPERATE ON A REDUCED LEVEL OF ENERGY AND RESOURCE CONSUMPTION.

No cost was estimated for this recommendation.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Financing Education

1. THE SALARIES OF THE FACULTY AND STAFF MEMBERS OF THE PUBLIC UNIVERSITIES IN KENTUCKY BE AT THE LEVEL OF THE AVERAGE SALARIES OF THE COMPARABLE "BENCHMARK" INSTITUTIONS.

2. THE AVERAGE SALARIES OF TEACHERS IN THE PUBLIC SCHOOLS OF KENTUCKY BE AT THE AVERAGE OF THE SEVEN BORDERING STATES.

3. THE AVERAGE EXPENDITURE PER PUPIL IN THE PUBLIC SCHOOLS OF KENTUCKY BE AT THE AVERAGE LEVEL OF EXPENDITURE PER PUPIL OF THE SEVEN BORDERING STATES.

4. THE STATE BE ALERT TO THE LEVEL OF SUPPORT IN THE BORDER STATES AND BE COMPARABLE TO THE AVERAGE LEVEL OF SPENDING WITH EMPHASIS TO BE PLACED ON TEACHERS' SALARIES AS TOP PRIORITY.

5. THE SALES AND USAGE TAX AND CORPORATE AND INDIVIDUAL INCOME TAX BE USED AS SOURCES FOR FINANCING EDUCATION.

6. STRONG CONSIDERATION BE GIVEN TO FULL STATE FINANCING OF EDUCATION AT THE LEVEL OR STANDARD THAT THE STATE SETS.

7. PROPERTY TAXES AT THE LOCAL LEVEL BE USED AS THE LOCAL PEOPLE SEE THE NEED FOR LOCAL SERVICES AND SCHOOL PURPOSES IF THEY DESIRE.

Rationale

The above recommendations were excerpted from the minutes of the Subcommittee on Financing Education.

Minutes and Action of the Subcommittee on Financing Education
July 28, 1977

After much discussion, Bob Llewellyn moved that the Subcommittee Task Force submit the following recommendation to the Governor's Task Force for approval:

> "The Subcommittee on Financing Education in Kentucky realizes there could be an overlapping of other committees' duties. We hope this committee has not infringed on the jurisdiction of any other committees. This committee feels the basic means of raising revenue in Kentucky is to tax money as it is made and as it is spent. We, therefore, recommend that the sales and usage tax and the corporate and individual income tax be used as sources for educational financing purposes. This committee recommends that the state be constantly alert to our border states and endeavor to stay at their average level of spending with emphasis to be placed on teachers' salary as top priority.

> Be it resolved, therefore, we recommend the following resolution. That we establish as a level of financing education in Kentucky that funds be appropriated by the 1978 General Assembly to increase the average per-pupil expenditure in Kentucky for elementary and secondary education to the average of the seven bordering states and that the state's contribution to the foundation program be increased to guarantee a minimum teacher salary schedule to provide an average salary equal to the average of the seven bordering states.
>
> That funds be provided for higher education to reach the level of the "benchmark" colleges established by the council on public higher education.

The motion was seconded by Dr. Clapp. The recommendation was brought to a vote, and it was carried by a majority vote of five in favor and one opposed. It was noted that Mr. Brauch's reason for opposing the motion was an objection to the third paragraph--there was no assurance that out-of-state students and in-state students would be paying the same for their education.

Dwight Wells moved that the following recommendation also be submitted to the Governor's Task Force for approval:

> The Committee, knowing that the statutes, rules and regulations governing education come mostly from the federal and state level, wishes to recommend that strong consideration be given to full state financing of education at the level or standards that the state sets. This will release property to be taxed at the local level to be used as the local people see the need for local services and school purposes if they desire.

The motion was seconded by Bob Llewellyn. The motion was carried by a majority vote of four in favor, one opposed and one abstained.

Minutes and Action of the Subcommittee on Financing Education
August 18, 1977

The minutes of the previous meeting were discussed and the following changes were to be made:

1. Bob Summers instead of Bob Llewellyn made the motion to submit the recommendation to the Governor's Task Force on Education.

2. Mr. Brauch wanted the committee to understand that his reason for opposing the motion was exactly opposite to that stated in the minutes. Out-of-state students should not be permitted to come into our schools for a lower rate than what is required for Kentucky students in other states.

Bill Francis made a motion to eliminate the last paragraph and add the following:

Be it resolved that funds be appropriated by the 1978 General Assembly for higher education to reach the level of benchmark colleges established by the Council on Higher Education, to guarantee that minimum faculty and staff salaries average the "Benchmark" colleges established by the Council on Public Higher Education, with top priority being given to faculty and staff salaries.

The motion was seconded by Bob Summers. The recommendation was brought to a vote, and was carried by a majority vote of three in favor and two opposed.

Bob Summers made a motion that this be the final report to be submitted to the legislature. Mrs. Jaggers seconded the motion. The members voted and a majority carried, four in favor and one opposed. Mr. Brauch requested that his name be placed in the minutes as being a negative vote.

The members said that this should be their last meeting, but Bill Frances stated that the Chairman could call a meeting if he so desired.

Problems Discussed by the Subcommittee

1. Can coal severance money be made available for financing education?
2. Less college tuition in Kentucky causes extra financial burdens for Kentuckians.
3. Should elementary and secondary education funds be allocated on the per pupil cost of classroom units as is presently done?
4. Should total equalization in public elementary and secondary education financing be undertaken?
5. Should financing for higher education be based on enrollments in lower division courses, upper division courses, and graduate courses?
6. Should there be full state funding for elementary and secondary education programs?
7. Is the local board of education inefficient in utilizing available funds?
8. Explaining the Minimum Foundation Program so lay citizens can understand its functioning.
9. The role of PTAs and Booster Clubs in financing public education.
10. Funding at level of surrounding states.

Data and information relative to comparable salaries in "Benchmark" institutions.

I. Benchmark Median Salaries: 1976/77

UK (MAIN CAMPUS)

Benchmark Institutions	"All Rank" Salary
Indiana University	19,764
North Carolina State	18,268
Ohio State	21,990
Purdue University	19,980
University of Illinois	21,907
University of Missouri	18,300
University of North Carolina	21,680
University of Tennessee	18,698
University of Virginia	21,894
Virginia Polytechnic Institute	18,889
West Virginia University	17,481
Benchmark Median Salary	19,764

UK (COMMUNITY COLLEGE SYSTEM)

Benchmark Institutions	"All Rank" Salary
Rend Lake College	15,500
Wabash Valley College	14,876
Southeastern Illinois College	14,555
Sinclair Community College	14,111
Shawnee State University	13,631
Virginia Community College System	13,503
Columbia State Community College	13,355
Jackson State	13,123
Cleveland State Community College	12,534
Mineral Area College	12,488
Parkersburg Community College	12,363
Dyersburg State Community College	12,322
Vincennes University	12,097
Isothermal Community College	11,983
Rockingham Community College	11,724
Three Rivers Community College	11,140
Benchmark Median Salary	12,829

UNIVERSITY OF LOUISVILLE

Benchmark Institutions	"All Rank" Salary
Georgia State	17,789
Wichita State	17,146
University of Missouri (Kansas City)	17,459
University of Akron	19,012
University of Cincinnati	19,451
University of Toledo	19,281
University of Houston	20,097
Virginia Commonwealth	17,559
Benchmark Median Salary	18,401

EKU/KSU/MO/MU/NKU/WKU

Benchmark Institutions	"All Rank" Salary
Appalachian State (North Carolina)	15,749
Austin Peay (Tennessee)	15,385
Ball State (Indiana)	17,803
Central State (Ohio)	15,519
Cleveland State (Ohio)	19,341
East Carolina (North Carolina)	16,007
East Tennessee State (Tennessee)	16,248
Eastern Illinois (Illinois)	17,389
Illinois State (Illinois)	17,738
Indiana State (Indiana)	17,507
Kent State (Ohio)	17,228
Marshall (West Virginia)	15,543
Memphis State (Tennessee)	16,697
Miami (Ohio)	18,037
Middle Tennessee State (Tennessee)	16,133
Northeast Missouri State (Missouri)	16,437
Northwest Missouri State (Missouri)	15,246
Ohio University (Ohio)	18,956
Old Dominion (Virginia)	17,029
Radford (Virginia)	15,473
Southeast Missouri State (Missouri)	16,414
Southwest Missouri State (Missouri)	15,411
Tennessee Tech (Tennessee)	16,200
Western Carolina (North Carolina)	15,303
Western Illinois (Illinois)	17,032
Wright State (O[illegible]	17,411
Benchmark Median Salary	16,426

II. Median vs Existing Salaries: 1976/77

	Median Salaries 1976/77	Existing Salaries 1976/77	Difference
UK (Main Campus)	19,764	18,631	-1131
UK (CCS)	12,829	12,202	- 627
UL	18,401	18,192	- 209
EKU	16,426*	16,163	- 263
KSU	16,426*	14,172	-2254
MO	16,426*	16,589	+ 163
MU	16,426*	16,173	- 253
NKU	16,426*	16,190	- 236
WKU	16,426*	16,703	+ 277

*This will increase to $16,697 if North Carolina institutions are excluded from the EKU/KSU/MO/MU/NKU/WKU Benchmarks.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Fiscal Accountability

1. THE GENERAL ASSEMBLY SHOULD ESTABLISH THE KENTUCKY STATE SCHOOL BUILDING AUTHORITY UNDER THE CONTROL OF THE STATE BOARD OF EDUCATION. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION WOULD SERVE AS THE EXECUTIVE OFFICER OF THE AUTHORITY. THE PURPOSE OF THE AUTHORITY WOULD BE TO PROVIDE SCHOOL CONSTRUCTION FUNDS FOR LOCAL SCHOOL DISTRICTS WITH A HIGH INCIDENCE OF NEED FOR FACILITIES. THE FOLLOWING OPERATIONAL PROCEDURES ARE PROPOSED FOR THE AUTHORITY.

    A. THE LEGISLATIVE APPROPRIATION FOR THE FUND SHOULD BE ADEQUATE.

    B. ALL PLANS FOR BUILDINGS AND FOR USE OF FUNDS SHOULD BE SUBMITTED TO THE STATE DEPARTMENT OF EDUCATION FOR APPROVAL.

    C. FUNDS FROM THE KENTUCKY STATE BUILDING AUTHORITY SHOULD BE MADE AVAILABLE ONLY TO LOCAL SCHOOL DISTRICTS THAT HAVE MET MINIMUM STANDARDS OF ORGANIZATION AND ADMINISTRATION FOR EFFICIENT AND EFFECTIVE UTILIZATION OF SCHOOL FACILITIES. IN THE ALLOCATION OF FUNDS FROM THE AUTHORITY, THE FOLLOWING FACTORS SHOULD BE TAKEN INTO CONSIDERATION.

        (1) NUMBER OF STUDENTS IN FACILITIES BEING USED BEYOND THEIR CAPACITY.

        (2) NUMBER OF STUDENTS IN TEMPORARY FACILITIES.

        (3) NUMBER OF STUDENTS IN EDUCATIONALLY OBSOLETE FACILITIES.

        (4) AGE AND CONDITION OF SCHOOL FACILITIES.

        (5) RELATIONSHIP BETWEEN THE CONDITION AND INTERNAL FEATURES OF THE FACILITIES AND STATE APPROVED INSTRUCTIONAL PROGRAMS.

    D. LOCAL SCHOOL DISTRICTS SHOULD DEVELOP AND SUBMIT PLANS FOR CONSTRUCTION PROJECTS TO THE STATE DEPARTMENT OF EDUCATION FOR REVIEW AND APPROVAL. UPON APPROVAL, FUNDS SHOULD BE ADVANCED TO THE LOCAL DISTRICTS FOR SITE PURCHASE AND ARCHITECTURAL ENGINEERING FEES. ADDITIONAL FUNDS SHOULD BE ALLOCATED DURING THE COURSE OF THE PROJECT IN ACCORDANCE WITH THE CONSTRUCTION SCHEDULE.

E. A LOCAL SCHOOL DISTRICT COULD EXCEED THE MINIMUM STANDARDS BY RAISING OTHER REVENUES OR IMPLEMENTING NEW TAXES AS THEY MAY DEEM NECESSARY.

F. THE COMMITTEE RECOMMENDS THAT THE CALCULATION OF THE MINIMUM FOUNDATION PROGRAM BE BASED ON A CLASSROOM UNIT OF 25 ADA.

G. THE COMMITTEE RECOMMENDS THAT THE STATE APPOINT A KENTUCKY STATE SCHOOL BUILDING AUTHORITY, CONSISTING OF SEVEN (7) SCHOOL BOARD MEMBERS AND SEVEN (7) LAY PERSONS AND ONE CHAIRMAN. THIS AUTHORITY SHALL SECURE MODEL DESIGNS FOR ELEMENTARY SCHOOLS, MIDDLE/JUNIOR HIGH SCHOOLS, AND HIGH SCHOOLS. THESE MODEL DESIGNS SHALL BE SECURED FROM ARCHITECTS WHO SUBMIT DESIGNS ON A COMPETITIVE BASIS. THE AUTHORITY SHALL PAY TO EACH ARCHITECT THE SUM OF $50,000 FOR EACH MODEL CHOSEN. THE PLANS CHOSEN SHALL BE THE PROPERTY OF THE AUTHORITY AND MAY BE USED AS MANY TIMES AS THE AUTHORITY DEEMS NECESSARY IN THE COMMONWEALTH OF KENTUCKY. THE AUTHORITY SHALL EMPLOY A PROFESSIONAL ARCHITECT/ARCHITECTS AND A FULL-TIME PROFESSIONAL STAFF WHICH SHALL LEND ASSISTANCE TO THE LOCAL SCHOOL DISTRICT AND SHALL ALSO DETERMINE THAT THE BUILDING THEY SELECT IS PROPERLY CONSTRUCTED AND IN ACCORDANCE WITH THE STANDARDS OF THE AUTHORITY. THE AUTHORITY MAY MODIFY PLANS UPON RECOMMENDATION OF ITS ARCHITECT IF THIS BECOMES NECESSARY IN ORDER TO ADAPT TO SITES, LOCATIONS, AS WELL AS SPECIAL NEEDS.

   THIS AUTHORITY, THROUGH THE SAME CONCEPT, SHALL ALSO APPLY TO HIGHER EDUCATION.

2. IF THE GENERAL ASSEMBLY SHOULD CHOOSE TO ESTABLISH THE KENTUCKY STATE SCHOOL BUILDING AUTHORITY, IT SHOULD BE FUNDED TO MEET THE NEEDS OF THE ENTIRE STATE, OR NOT AT ALL.

Rationale

Under the present system, the state allocates funds to the county to reimburse the county for the construction cost. It is felt that this system costs the state and county money since the state can secure money at a lower interest rate than the county school district. The system proposed would save the county and state a minimum of one percent interest on the bonded indebtedness. The total bonded indebtedness in Kentucky is enormous.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Goals of Education in Kentucky

The goals of education must be under continuous study. The fundamental goal of Kentucky education is the development of each individual to the maximum capacity in order to function effectively in the modern complex society in which the individual lives.

In order to move toward this goal, the Subcommittee has identified certain basic areas which need development.

AREA I - THE STUDENT -- HUMAN DEVELOPMENT. Kentucky education must foster an educational atmosphere which enhances the human development of all of its people. This includes the development of basic skills, citizenship and social responsibility, and physical and mental well being.

AREA II - THE CLASSROOM -- CURRICULUM DEVELOPMENT. Kentucky education must provide each individual with the opportunity to develop the talents which will assist that individual in becoming a productive and responsible member of society. In order to meet this goal, the curriculum must be renewed and revised to take into account each individual's special needs and style of learning. Research and development must be conducted to determine alternative modes for the delivery of education to the people.

AREA III - THE EDUCATOR -- PROFESSIONAL DEVELOPMENT. Kentucky education must develop an atmosphere which will attract, retain and maintain the highest quality people for the teaching profession. In order to reach this goal, the profession must be enhanced so that those with the ability and vision to inspire students will choose the teaching profession and make it a life's career. The resources of the Commonwealth must be available in such a way that each educator can use these resources to maintain and improve personal and professional talents and expertise.

AREA IV - THE CITIZEN -- COMMUNITY DEVELOPMENT. Kentucky education must work to develop a sense of mutual support between the school and community so that each can contribute to the continuing improvement of the other. In order to meet this goal, everyone must work from the premise that schools exist to serve the needs of the community. Dialogue must develop so that the concerns of each citizen will be weighed in each educational decision. Procedures must be developed which will accurately relate program costs to outcomes. In this way, both the school and the community could make appropriate decisions concerning the nature of what is taught and the resources needed to carry out the school's mission.

AREA V - THE GOVERNMENT -- LEGISLATIVE DEVELOPMENT. Kentucky education must have the legislative support necessary to ensure equal educational opportunity for each individual. In order to develop this support, the educational agencies in the Commonwealth must improve data and communications linkages with the Executive and Legislative Branches of Government. Proposed legislation must be reviewed by all interested citizens in order to ensure that it is workable and the problems created by new legislation are not greater than the problems the legislation is designed to solve.

If movement is made toward the goals spelled out in these areas, it is the Subcommittee's belief that progress toward the fundamental goal of education will be substantial. Each individual will have the opportunity of reaching a potential which will be rewarding not only to that individual but to the Commonwealth and society in general.

(Please refer to publication of state and national goals which is included in your packet of materials).

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Governance

1. CREATION OF THE STATE BOARD FOR ELEMENTARY AND SECONDARY EDUCATION AND THE STATE BOARD FOR OCCUPATIONAL EDUCATION.

In the year 1917, and continuing until the year 1924, there existed in Kentucky two Boards of Education -- the State Board of Education and the State Board for Vocational Education.

The State Board for Vocational Education was created in 1917 to cooperate with the Federal Board for Vocational Education in the administration of the provisions of the Vocational Education Act of 1917.

In 1924 the State Department of Education was reorganized. Under the reorganization plan there was created within the Department of Education a Division of Vocational Education which along with all other divisions operated under the Superintendent of Public Instruction and the State Board of Education. This organizational pattern remained in effect until July 1, 1977 when there was created by Executive Order, issued by Governor Julian Carroll, a State Board for Elementary and Secondary Education and State Board for Occupational Education. Both of these Boards are to operate under the supervision of the Superintendent of Public Instruction and through the State Department of Education.

The Subcommittee on Governance of Education of the Governor's Task Force on Education believes the establishment of these two Boards has potential for conflict and fragmentation of the total elementary and secondary education program.

Alternatives Considered

The Subcommittee members considered the following alternatives in regard to the Executive Order creating the State Board for Elementary and Secondary Education and the State Board for Occupational Education:

1. Ask that no legislation be passed confirming the Governor's Executive Order, therefore, returning the State Board of Education to the status it held prior to the Executive Order.

2. That legislation passed confirming the Executive Order and establishing the State Board for Elementary and Secondary Education and the State Board for Occupational Education include requirements for evaluation of the operation of the two newly established Boards prior to the 1980 Session of the General Assembly and that those evaluating the operation of the Boards should include local school people.

2. THE SUBCOMMITTEE ON GOVERNANCE OF THE GOVERNOR'S TASK FORCE ON EDUCATION RECOMMENDS THAT LEGISLATION ESTABLISHING THE STATE BOARD FOR ELEMENTARY AND SECONDARY EDUCATION AND THE STATE BOARD FOR OCCUPATIONAL EDUCATION INCLUDE SPECIFIC LANGUAGE CALLING FOR THE EVALUATION OF THE OPERATION OF THE TWO BOARDS PRIOR TO THE 1980 GENERAL ASSEMBLY AND THAT THE MAKEUP OF THE EVALUATION COMMITTEE SHOULD INCLUDE LOCAL SCHOOL PERSONNEL, SPECIFICALLY LOCAL SUPERINTENDENTS WHO HAVE OPERATED EDUCATIONAL PROGRAMS UNDER THE DUAL BOARD ARRANGEMENT FOR THE TWO YEAR PERIOD BEING EVALUATED.

The Subcommittee recognizes that there has been some duplication of vocational and technical programs at the elementary, secondary and postsecondary school levels in the past and there exists a need for better coordination of these programs. The Subcommittee is aware that the creation of the State Board for Occupational Education was aimed at providing this needed coordination. However, while the creation of the State Board for Occupational Education may better coordinate vocational and technical training, the Subcommittee believes there is a possibility that the total program at the elementary and secondary school level may be somewhat fragmented by having to work under policies set by two state-wide Boards.

There further exists the possibility that competition may develop between the State Board for Elementary and Secondary Education and the State Board for Occupational Education for the limited funds available for the total educational program.

The development of a separate Board for a specific segment of the elementary and secondary education program could lead to the idea that separate Boards are also needed for other specific segments of the elementary and secondary school programs--segments such as the programs for exceptional children.

Considering the above stated possible problem areas related to the operation of the dual Board system, the Subcommittee feels careful study of the system after a two year period is in order.

3. POSITION OF SUPERINTENDENT OF PUBLIC INSTRUCTION IN THE GOVERNOR'S CABINET.

Section 91 of the Constitution of Kentucky provides for the election of a superintendent of public instruction for a four year term. Section 93 of the Constitution of Kentucky provides that the superintendent of public instruction cannot succeed himself. Furthermore, this Section provides that the duties and responsibilities of the Superintendent of Public Instruction shall be prescribed by law. KRS 12.250-12.270, as enacted by the 1974 Kentucky General Assembly and amended by the 1976 Kentucky General Assembly, provides for the establishment of three program cabinets, one of which is the Cabinet for Education and the Arts of which the Kentucky Department of Education is assigned.

Upon the initial implementation of the provisions of KRS 12.250-KRS 12.270 the Superintendent of Public Instruction was appointed to serve as Secretary for the Education and Arts Cabinet. Presently, the Superintendent of Public Instruction is not serving in this dual role. The Subcommittee on Governance of Education of the Governor's Task Force on Education believes this arrangement has potential for conflicts between a constitutional officer and an appointee of the Governor in those instances where one individual is not serving in both capacities. Furthermore, since the Superintendent of Public Instruction is a constitutional officer, the Subcommittee members believe the individual elected to this office should be a member of the Governor's Cabinet.

Alternatives Considered

The Subcommittee members considered the following alternatives in regards to 12.250-12.270:

1. Remove the Department of Education from the list of departments, boards, and commissions in the Cabinet for Education and the Arts and provide for the Superintendent of Public Instruction to be a member of the Governor's Cabinet.

2. Retain the Department of Education in the Cabinet for Education and the Arts but amend the appropriate statute to provide that the Superintendent of Public Instruction shall serve as Secretary of the Education and Arts Cabinet.

3. Retain the existing language contained in KRS 12.250-12.270, thereby permitting the Governor to appoint the person of his choosing to serve as a representative of the Education and Arts Cabinet. This could result in the Superintendent of Public Instruction serving in a dual role.

4. THE SUBCOMMITTEE ON GOVERNANCE OF THE GOVERNOR'S TASK FORCE ON EDUCATION BELIEVES THE DEPARTMENT OF EDUCATION SHOULD BE REMOVED FROM THE LIST OF DEPARTMENTS, BOARDS AND COMMISSION IDENTIFIED IN KRS 12.265 FOR INCLUSION IN THE EDUCATION AND ARTS CABINET AND SHOULD BE CREATED AS A SEPARATE CABINET. IN CONJUNCTION WITH THIS RECOMMENDATION, THE SUBCOMMITTEE'S MEMBERS BELIEVE PROVISIONS SHOULD BE MADE FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO SERVE AS A MEMBER OF THE GOVERNOR'S CABINET AS SECRETARY FOR EDUCATION. SUCH PROVISIONS SHOULD BE ENACTED INTO LAW BY THE KENTUCKY GENERAL ASSEMBLY.

   1. The Superintendent of Public Instruction is a constitutional office elected by the people. He, along with the members of the State Board for Elementary and Secondary Education and State Board for Occupational Education, provides leadership and direction for all public elementary and secondary education and vocational education programs statewide. Consequently, his recommendations and suggestions should be heard by the Governor when he is making major policy and budgetary decisions affecting education.

2. Since the Superintendent of Public Instruction is a constitutional officer, he should not be placed under the control of an appointive official.

3. An appointive official should not have the authority to evaluate and pass upon budget requests submitted by a constitutional officer.

4. The potential for conflict detrimental to public elementary and secondary education and vocational education is great when the superintendent of public instruction does not serve as Secretary of the Education and Arts Cabinet. Presently, this is not the case even though two individuals are serving in these positions. However, the potential is so great that steps need to be taken to assure the conflict cannot arise.

5. A monetary savings would be realized if the Superintendent of Public Instruction serves in both capacities.

5. THE SUBCOMMITTEE RECOMMENDS THAT THE PRESENT ROLE OF THE COUNCIL ON HIGHER EDUCATION AS THE BODY RESPONSIBLE FOR STATE-WIDE COORDINATION OF HIGHER EDUCATION SHOULD BE AFFIRMED BY THE GOVERNOR'S TASK FORCE. THE SUBCOMMITTEE BELIEVES THAT IN ADDITION TO THE EXERCISE OF ITS COORDINATION FUNCTIONS, THE COUNCIL SHOULD CONTINUE TO ENCOURAGE VOLUNTARY COOPERATION AMONG THE INSTITUTIONS OF HIGHER EDUCATION INCLUDING THOSE IN THE INDEPENDENT OR PRIVATE SECTOR.

6. THE SUBCOMMITTEE RECOMMENDS NO CHANGES IN COUNCIL FUNCTIONS OR MEMBERSHIP BEYOND THOSE ANTICIPATED IN EXECUTIVE ORDER 77-331 ISSUED BY GOVERNOR JULIAN CARROLL ON APRIL 15, 1977. THE SUBCOMMITTE BELIEVES THAT AFTER A REASONABLE AMOUNT OF TIME HAS LAPSED, AN EVALUATION SHOULD BE MADE BY THE COUNCIL ON HIGHER EDUCATION OR SOME OUTSIDE BODY OR AGENCY SUCH AS THE LEGISLATIVE RESEARCH COMMISSION TO DETERMINE TO WHAT EXTENT THE DICTATES OF THE EXECUTIVE ORDER ARE BEING CARRIED OUT. IF CHANGES ARE DEEMED NECESSARY, LEGISLATIVE ENACTMENTS OR AN EXECUTIVE ORDER SHOULD CORRECT THE DEFICIENCIES.

   The Subcommittee gave serious consideration to the role of the university presidents on the Council on Higher Education. It affirms the present structure whereby the university presidents are non-voting members. This is consistent with the Committee's belief that lay citizens should exercise total control on local school boards, the State Board for Elementary and Secondary Education, the State Board for Occupational Education as well as the Council, yet provide opportunity for the input of the professional educator.

7. THE SUBCOMMITTEE RECOMMENDS THAT THE PARTICIPATION OF THE FACULTY AND STUDENT REPRESENTATIVES ON THE BOARD OF TRUSTEES OR REGENTS OF THE STATE UNIVERSITIES BE CONTINUED.

8. THE SUBCOMMITTEE RECOMMENDS THAT THE VOTING ROLE OF THESE REPRESENTATIVES BE MODIFIED BY STATUTE TO RESTRICT THEM FROM VOTING ON SALARY AND PERSONNEL RECOMMENDATIONS. THE SUBCOMMITTEE BELIEVES THAT THIS WOULD EFFICIENTLY ENHANCE COMMUNICATION BETWEEN BOARDS OF TRUSTEES OR REGENTS AND MEMBERS OF THE CAMPUS COMMUNITY AND WOULD FOCUS ATTENTION ON INTERESTS OF STUDENTS AND FACULTY.

10. THE SUBCOMMITTEE RECOMMENDS THAT THE AGE REQUIREMENT FOR MEMBERSHIP ON LOCAL SCHOOL BOARDS AND THE STATE BOARD FOR ELEMENTARY AND SECONDARY EDUCATION AND THE STATE BOARD FOR OCCUPATIONAL EDUCATION BE LOWERED TO 21 YEARS OF AGE.

11. THE SUBCOMMITTEE RECOMMENDS THAT KRS 161.260 BE AMENDED TO PROVIDE FOR THE SELECTION OF A NOMINATING COMMITTEE TO THE KENTUCKY TEACHERS' RETIREMENT SYSTEM FROM THE KENTUCKY EDUCATIONAL DEVELOPMENT REGIONS. THE NOMINATING COMMITTEE SHOULD HAVE THE RESPONSIBILITY FOR SELECTING ITS CHAIRPERSON.

    The Subcommittee believes the Teachers' Retirement System should not be linked by statute to any single state-wide organization which does not represent all members of the system. For example, countless local school administrators and university faculty and administrators do not belong to the state-wide organization that currently oversees the nomination procedure. Yet, they are members of the Teachers' Retirement System and should be provided the opportunity to be involved in nominating fellow-educators for positions on the Teachers' Retirement System and should be provided the opportunity to be involved in nominating fellow-educators for positions on the Teachers' Retirement Board.

12. THE SUBCOMMITTEE RECOMMENDS THAT THE TEACHERS' RETIREMENT BOARD SHOULD ESTABLISH THE PROCEDURE THAT WOULD BE FOLLOWED IN EACH KENTUCKY EDUCATIONAL DEVELOPMENT REGION TO NOMINATE MEMBERS OF THE RETIREMENT SYSTEM FOR MEMBERSHIP ON THE BOARD.

13. MAINTAINING DIFFERENCES BETWEEN LIMITED CONTRACT AND CONTINUING CONTRACT STATUS OF TEACHERS. THE SUBCOMMITTEE RECOMMENDS THAT NO ACTION SHOULD BE TAKEN BY THE KENTUCKY GENERAL ASSEMBLY THAT BLURS THE DISTINCTION BETWEEN THESE TWO CATEGORIES OF CONTRACT STATUS.

    The Subcommittee members believe there is a significant difference between the employment status of a certified employee of a local school board who is on a limited contract and one who is on a continuing contract status.

    Since no court decisions have been rendered to date, based on the language of Section (2) KRS 161.750, as amended by the 1976 Kentucky General Assembly, "specific, detailed and complete statement of grounds upon which the nonrenewal of contract is based," the Subcommittee members are unsure of its impact on the contractual status of certified employees on limited contract status.

14. THIS SUBCOMMITTEE RECOMMENDS THAT THE STEERING COMMITTEE OF THE GOVERNOR'S TASK FORCE SUPPORT LEGISLATION IN THE 1978 KENTUCKY GENERAL ASSEMBLY THAT WOULD IMPLEMENT EACH OF THESE RECOMMENDATIONS.

    The Subcommittee did not prioritize its recommendations. This is based on the fact that the Subcommittee members discussed the various governance issues at length and felt there was sufficient rationale or specific evidence to support each of the recommendations noted in this report. Further, the Subcommittee members stand ready to defend the recommendations.

Other Issues Considered

The Governance Subcommittee considered a number of additional issues but did not take any formal action on them. These include the following issues:

1. Election of members of the State Board for Elementary and Secondary Education. In turn, they would appoint a Superintendent of Public Instruction.
2. The filling of the unexpired term of a local school superintendent for a period of one, two, three or four years.
3. Control by the State Board for Elementary and Secondary Education over schools that are other than public schools.
4. Membership on the Board of Controls of the Kentucky High School Athletic Association.
5. Limitation on number of four year terms a local school board member could be elected to that position.

The Subcommittee plans to hold additional meetings and consider these issues along with others pertaining to governance. For example, should the Constitutional Amendment issue fail to pass in November, further consideration will be given to a provision whereby the members of the State Board for Elementary and Secondary Education would be elected and, in turn, appoint a Superintendent of Public Instruction.

Problems Discussed

1. Executive Order issued by Governor Julian M. Carroll creating a State Board for Elementary and Secondary Education and a State Board for Occupational Education.
2. Qualifications of members on State Board for Elementary and Secondary Education, State Board for Occupational Education and the local boards of education.
3. Authority of State Board for Elementary and Secondary Education and State Board for Occupational Education to exercise some control over schools that are other than public schools.
4. Student and faculty representation on the Council on Higher Education and on Boards of Trustees or Regents.
5. College and university president representation on the Council on Higher Education.
6. Role of the Council on Higher Education as body responsible for statewide coordination of higher education.
7. Representation of the State Superintendent of Public Instruction on the Governor's Cabinet.

8. Representation on Board of Controls of Kentucky High School Athletic Association.
9. Independence of nominating committee for membership on Teachers' Retirement System Board.
10. Appointment of local school superintendents for up to four years.
11. Non-renewal of limited contracts for certificated employees of local school boards.
12. Election of a state board of education whose members would in turn appoint a Superintendent of Public Instruction.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Innovative Programs

INTRODUCTION

During the past five months of testimony given by over twenty witnesses*, all representative of interested professional and noncertified citizenry within the Commonwealth, several major themes ran throughout the public hearings.

One major theme surfaced consistently; the interdependence of all educational experiences, and the subsequent impacting of one upon the other, varying only in degree of intensity of involvement and degree of imprinting upon the learner.

Every approach used in innovative programs discovered in even the smallest education agency effected the learner in multifaceted environments, usually in preparation for entering a working society.

The future is perceived to be manageable if two factors are planned into existing and subsequent educational experiences:

1. positive and affirmative quality alternatives are offered in addition to traditional learning; and
2. in-depth and widely disseminated information regarding innovative programs already used and now being evaluated for effectiveness within Kentucky's educational systems.

Finally, the impact upon the learner and influencing of the innovative teacher education programs are the primary action agent through which these objectives can be accomplished.

There are two methods for accomplishing these objectives:

1. strengthening the support of the most effective faculty in programs of teacher education programs; and
2. stringent and vigorous screening of teacher education candidates before admission into upper level teacher education preparation courses.

(*Refer to appendix for synopsis of testimony).

RECOMMENDATIONS

1. THE COMMITTEE ENDORSES THE CONCEPT OF CAREER EDUCATION HOUSE BILL 70.
2. THE COMMITTEE URGES CONTINUATION FUNDS OF NO LESS THAN $253,000 FOR THE FISCAL YEARS 1979 and 1980.
3. AN INNOVATIVE PROGRAMS COORDINATING UNIT BE CREATED IN THE DEPARTMENT OF EDUCATION. THIS UNIT WOULD CONSIST OF A DIRECTOR AND AN ADEQUATE NUMBER OF AREA DISSEMINATION COORDINATORS AND TECHNICAL ASSISTANTS TO PROVIDE STATEWIDE SERVICES.
4. INFORMATION ABOUT INNOVATIVE PROGRAMS BE DISSEMINATED THROUGHOUT THE STATE.
5. INNOVATIVE PROGRAMS BE PROVIDED.
6. TECHNICAL ASSISTANCE BE PROVIDED.
7. A PERMANENT ADVISORY COUNCIL BE ESTABLISHED.
8. ADEQUATE BUDGET BE PROVIDED.

RATIONALE

1. The committee endorses the concept of career education House Bill 70 -- Innovative Education -- which emphasizes:

> "the right of each student in the public schools of this state to obtain the basic knowledge and learning skills necessary for life preparation as the first priority of public education. It is further the intention of the General Assembly to provide each student in the public schools with the opportunity to avail himself of those programs and services appropriate to his educational needs in the areas of basic academic and learning skill development; career awareness, exploration, and orientation leading to the ability to make informed career choices; acquiring the knowledge and understanding necessary to cope with life situations; and enabling continued personal education and enrichment through learning experiences designed to prepare each student with skills necessary for pursuing continued personal interest."

The committee further urges continuation funds of no less than $253,000 for fiscal years 1979 and 1980. This will support House Bill 70 and the funds shall be used at the discretion of the Department of Education.

2. A review of innovative educational programs offered in Kentucky has shown that a wide variety of opportunities are available to educators, students and communities in the Commonwealth. And yet, many of these programs have not been utilized fully because the consumer (i.e., administrators, educators, students and citizens) is unaware of the program and/or its benefits. In particular, we recognize the need for: dissemination of information about innovative programs to the appropriate segments of the state educational system and the general public; coordination of existing and new programs with the needs of students, educators, school districts and/or communities; and technical assistance for new programs.

Therefore, we recommend that an Innovative Programs Coordinating Unit be created in the Kentucky State Department of Education. The Innovative Programs Coordinating Unit (IPCU) would consist of a program director and an adequate number of area dissemination coordinators and technical assistants to provide statewide services. Functions of the IPCU would include, but not be limited to, the following:

A. Dissemination of information about innovative programs.

(1) Use of multi-media (T. V., radio, magazines, e.g., EDNEWS, newspapers) to inform consumers about program opportunities available in Kentucky.

(2) Use of audio-visual equipment to tape and disseminate information about innovative programs implemented in Kentucky to other consumer groups.

(3) Use of contact persons to work with the Area Dissemination Coordinators transmitting information about educational programs within their region. Inservice workshops would be held for contact persons every 3-4 months to keep them up-to-date on IPCU developments.

(4) Inservice workshops offered to all interested teachers, counselors, librarians, administrators, students and parents to explain IPCU services.

(5) Use of KATS line to enable contact persons and consumers to communicate directly with the IPCU.

(6) Placement of microfische readers in school districts on a regional basis to enable persons in all areas of the state to utilize information search and retrieval systems available through the State Education Department.

B. Promotion of innovative programs and coordination of consumer/learner needs with program opportunities.

(1) Technical assistants - with training and/or experience in the introduction of innovations into formal organizations - would actively promote the adoption of innovative programs. For example, in addition to increasing consumer awareness of program opportunities, technical assistants would work directly with consumers, (i. e., administrators, educators, students and citizens) translating program descriptions and guidelines into terms meaningful to consumers and explaining program benefits;

(2) Technical assistants would identify consumer needs and assist groups in obtaining the appropriate program(s). That is, they would match consumer needs with program opportunities;

(3) Utilizing the National Diffusion Network as a model, a diffusion network would be established by the state. That is, demonstrators would document and disseminate information about innovative programs in the Commonwealth. Also, the demonstrators would arrange for potential adopters to visit appropriate program(s) already functioning in the Commonwealth.

C. Technical assistance would be offered to consumer applying for a new program and/or implementing a new educational project into their system. Technical assistance would be particularly important during the beginning stages, but would also be made available at other points in time if administrators request advice in coordinating their program.

We also recommend that the adoption model outlined in Title IV, Part C, 111.6 (See Appendix Part B) be used in designing the IPCU.

Although federal funds may be used wherever possible, this subcommittee strongly urges that the IPCU be funded by the Commonwealth of Kentucky for 1978 - 1980.

Finally, we recognize that the Information Dissemination Unit in the Office of Communication Services is performing many of the activities noted above. However, we believe that the job of coordinating innovative programs, requires additional staff, equipment, and most importantly, state funding which will ensure its expansion and if present funding is phased out, its continuation.

3. The committee urges the establishment of a Permanent Advisory Council (PAC) and/or ongoing study committee for innovative programs comprised of ten members representative of all segments of the Commonwealth of Kentucky.

   Topics which warrant further in-depth study by the Permanent Advisory Council:

   A. Developing trends for learners.

      (1) Personal development i.e., nutrition and health education.

      (2) Economic understanding i.e., new age economics.

      (3) Citizenship.

      (4) Family life.

      (5) Human relations.

   B. Alternative education programs, projects, and schools, i.e., programs for gifted/talented, schools within schools and phase electives.

   C. Upgrading the quality of educators through more stringent standards:

      (1) Selection.

      (2) Preparation.

      (3) Certification.

      (4) Ongoing evaluation of teacher effectiveness.

SUGGESTED BUDGET

	Two Year	
1. Career Education, additional two-year funding (1979-80) 183 districts @ $1,000.00	$183,000.00	
Professional staff, office, maintenance (Teacher retirement, insurance)	40,000.00	
Secretary, etc.	20,000.00	
Printing, postage, inservice travel	10,000.00	
Subtotal:	$253,000.00	Minimum

2. For expansion of ongoing dissemination programs		150,000.00	
3. Hardware: Technological Audio-visual	$50,000.00		
Rental and Maintenance Service Contract (No capital outlay purchasing; rental only)	20,000.00	70,000.00	
4. Dissemination Materials - 4 mailings annually Delivery systems currently in place	(70,000.00 yr.)		
5. Committee and ongoing citizens advisory expenses (ten members, 24 meetings; secretary half-time, postage, office space, telephone)		20,000.00	
Subtotal:		$190,000.00	Minimum
TOTAL:		$513,000.00	Minimum
		$800,000.00	Maximum

PHILOSOPHICAL STATEMENT

The charge from the Governor of the State of Kentucky in April of 1977 to a task force to ponder the condition of education in the state and recommend a course of action for the near and far future is a sobering one. There is reason to believe it is timely and advisable.

The complicated public educational structures society has created cost billions of dollars nationally, escalate yearly, and correlate with economic fluctuations, population growth, changing societal values, and for that matter with every facet of life on the planet. The costs in dollars are easy to track, the rate of escalation relatively simple to compute, projection on a curve reasonable to plot when based on past performance.

Difficult to comprehend, mercurial to plot, and uncertain to predict are the effects of these expenditures as outcomes to individual lives and the quality of life for all. Yet we know that a child born in Kentucky in 1977 enters the public education system at 6 (1983), is graduated from high school at 17 (1994), completes an undergraduate degree at 21 (1998) and at 30 (2007) is an active decision-maker in government, business, manufacturing, homemaking, the arts, etc.

Most parents, certainly legislators, hope that all the time, effort and money that goes into education will improve or at least contribute to better living. Yet in 1977 there is justifiable evidence that many past splendid achievements produced strange, complex dilemmas: alarming population growth, inadequacy in the world food supply, environmental damage, insufficient energy at the point of demand, and predictably diminishing natural resources.

Some scientists say that no longer can "human progress be measured in terms of man's triumphs over Nature. In the new crises there is evidence that the adversary is Nature once again, an adversary who is not beaten at all, and who is in some ways more illusive and more formidable than we ever imagined."

Other scientists tell us that we must define more carefully what we mean by "growth." Some have plotted our current rates of growth in population, food production, industrialization, pollution, and consumption of non-renewable natural resources on exponential curves that attempt to take into account basic factors that effect the curve. Time is one of these factors.

"A French riddle for children illustrates another aspect of exponential growth - the apparent suddenness with which it approaches a fixed limit. Suppose you own a pond on which a water lily is growing. The lily plant doubles in size each day. If the lily were allowed to grow unchecked, it would completely cover the pond in 30 days, choking off the other forms of life in the water. For a long time the lily plant seems small, and so you decide not to worry about cutting it back until it covers half the pond. On what day will that be? on the twenty-ninth day, of course. You have one day to save your pond."

Whether we classify persons making such statements as harbingers of doom or not, we cannot escape the fact that our daily existence depends on decisions made half way around the world. Witness the winter of 1976-77 when decisions between nations concerning the flow of oil impacted on every man, woman and child in Kentucky. Impurities in air and water combined with drought in California effect the price, quantity and nutritional value of the food on the market shelves in our towns. International economics and freezing weather in South American effect a Kentuckian's morning coffee. A narrow view of the Commonwealth, sufficient unto itself and unrelated to global situations is no longer possible.

Within the Commonwealth, a narrow view of education, sufficient unto itself and unrelated to life situations is no longer possible. What is known today about the nature of learning corroborates this fact.

The human system develops in an environment, experiences, act and reacts in a social context and gains knowledge by "acting upon the world and utilizing feedback from those actions to construct increasingly useful hypotheses about reality, while at the same time abstracting an understanding of 'self-evident' logical and mathematical truths. Development is a process of adaption to reality. New experiences are interpreted in the light of existing hypotheses, assumption, theories, mental structures." The learner continually strives "for consistency between interpretive structures and new demands to accept new information about the world.

If the learner, then, learns by interaction with the world around him or her, the very nature of the learning process demands that the design of educational systems take into account changing life situations; goals, strategies and methods that no longer represent reality; flexibility to innovate and the support to reorder the design to fit the complex interrelationships of life on this planet.

The question before the Governor's Task Force on Education is timely, though sobering, and has reason to be addressed: What steps can one state in the United States of America take that will improve the probability of a better future for its people through education?

The question before the Subcommittee on Innovative Programs is equally timely and sobering: What new steps are being and can be taken now, and planned for the future that will increase and enhance the probability of a better future for all learners in Kentucky?

Innovations when viewed as new steps or new ideas and not simply as isolated experiments, educational devices or methods apply to the panorama of educational endeavor in the near and far future. For the near future it is possible to examine innovations currently in vogue, the reasoning behind them, and the mechanisms intended to nurture them.

Speculation for the far future is another story. There is no crystal ball to look ahead with reliability and clarity and describe the world of Kentucky thirty years from now. It is possible, however, to understand current trends and make projections (perhaps on exponential curves). Continuous and careful examination of the system of public education is indicated. Change that deals with forces producing undesirable consequences and strengthens desirable outcomes for all learners is to be encouraged.

EXAMPLES OF INNOVATIVE PROGRAMS

May 9, 1977

Don Bale - Assistant Superintendent of Public Instruction, Department of Education

Synopsis - Innovation in Kentucky public schools, an approach designed for improvement is best implemented by local officials who know the needs of their community. Programs explained: Phase electives, open space schools, differentiated staffing, independent study and need centers.

Jim Baker - Associate Superintendent of Public Instruction, Department of Education

Synopsis - Failure of innovated programs often relates to the state's inability to carry program expenses after federal funding has expired. Emphasis must therefore be placed on research prior to implementation. Special programs discussed were: deaf and blind students, handicapped, dropouts, and gifted.

Gary Martin - President, Kentucky Personnel and Guidance Association

Synopsis - Guidance counselors' involvement with innovative programs can include assessment of need, planning, implementing, and evaluation. More specifically they can assist in diagnosis, prescription, and placement of children in innovative programs. Guidance effectiveness is limited, though, due to very poor counselor-student ratios.

May 31, 1977

Donald Kurfees - President, Kurfees Coating, Inc., Louisville

Synopsis - Private free enterprises' involvement in education can be illustrated by Mr. Kurfees' Business Education in Secondary Schools program which is organized and facilitated by local business men. The program which originated in Louisville now operates in 46 schools. Teachers are introduced to the concepts of economics in seminars and transfer their knowledge to the classroom through the use of visual aid kits. The need for active development of strong relationships between community education and the private sector can be recognized by the inherent innovative educational possibilities and the nature of economic trends.

June 8, 1977

James Taylor, Jack Meade, Ron Sherrod - Jefferson County Traditional High School

Synopsis - The traditional school was developed to meet the needs of students who respond better in an educational environment with imposed expectations and directives. Its goals center around fundamental academic, moral and physical achievement, made possible by a strict school environment and active home support. It was stated that the enthusiasm and support of staff, students, and parents could be accredited to the voluntary participation which spurs interest and commitment.

Materials presented - Optional Traditional Schools
Final Report - Parent Advisory Committee
Staff Planning Committee, February, 1976
The Jefferson County Traditional Schools
A handbook of Information for Students,
Teachers and Parents

Sam Sears, Gary Payne - Legislative Research Commission

Synopsis - The work of the Legislative Research Commission was explained and Mr. Sears and Mr. Payne made themselves available for questions and any information the committee might need.

June 21, 1977

Nancy Carpenter - Kentucky Arts Commission

Synopsis - Through an application process stating a proposed project and the ability to match federal funding, Kentucky public schools can use the Kentucky Arts Commission's "Artists in the Schools" program to enable professional artists to work in the classroom in medias such as poetry, visual arts/crafts, film, folk art, and dance. In a study summary statistics show that this program has had positive effects on children's self concept, attitude and general involvement in the arts and reading and writing skill levels. It was also shown to positively affect teachers, administrators, and the community.

Materials presented - The Kentucky Arts Commission
information packet
Study Summary - A study of the
poetry and visual arts component
of the artists in schools program
The Kentucky Arts Commission Quarterly

Don Hunter - Dean of Education at Murray State University and
Chairman, Title IV Advisory Council

Synopsis - Discussed the old Title III program and what it did for the State of Kentucky and how innovative education fits into the new Title IV program.

Bill Cricillis - Director of ESEA Title IV

Synopsis - The Title IV plan enables Kentucky schools to receive "risk" money for the development of new programs or materials in specific areas as defined by Part B and Part C. Part B covers Libraries and Learning Resources which includes the acquisition of school library resources, textbooks, printed materials, instructional equipment, and the development of student testing services and counseling and guidance services, both at elementary and secondary level. Part C deals with Educational Innovation and support for supplementary education centers and services, exemplary programs, nutrition and health projects, and for strengthening our leadership resources in education agencies. The Title IV money is distributed locally according to the number of enrollments with substantial portions given to areas with special problems that incur higher educational costs. Local schools or districts will be encouraged to evaluate existing innovative programs through the services of Title IV's dissemination/diffusion process to determine the feasibility of adapting or adopting those which best meet their identified needs. This will be facilitated by identifying validated programs and funding them to serve as demonstration models for the visitation of other schools. The success of the adaption/adoption program seems to be dependent upon the expediency of the dissemination service.

Materials presented - ESEA Title IV Annual Program Plan, Fiscal 1978
Title IV, Part B allotment
Title IV, Part C allotment
Kentucky Division of Title IV Part C Projects, FY 1977

Dee Beck, Dove Anna McNabb - Paducah Public School System

Synopsis - The Paducah School System has successfully implemented programs for gifted and talented through their own resources. There is strong feeling though that educational funding must be obtained by including gifted and talented under the Bureau of Education for Exceptional Children. The format recommendation is as follows:

> There are, in essence, the recommendations on gifted and talented going from the Subcommittee on Education for Exceptional Children to the Steering Committee of the Governor's Task Force on Education. I believe it will be appropriate and make a very strong statement if similar recommendations are included in the report which comes from this task force.
>
> 1. That gifted and talented by returned to the Bureau of Education for Exceptional Children.
>
> 2. That units for exceptional children which are not used for handicapped need to be made available for gifted and talented. Superintendents would then apply for those units just as they apply for handicapped.

3. That regulations and guidelines be developed by people at the local level who have had experience in working in programs for gifted and talented. People who work in the bureau at the state level should also be experienced and certified in that area of expertise.

4. That the Council on Higher Education should delegate one state college or university to institute a program for training and certifying teachers to work with gifted and talented children.

NOTE: These recommendations will not take any money away from the education of handicapped children. There are units for exceptional children which are now not being used. If gifted/talented were placed in the same bureau these units could become available for these children who are also exceptional without additional money being put into the budget.

June 28, 1977

Martha Ellison - Principal, Brown School of the Jefferson County Schools

Synopsis - The Brown School offers an informal, personal education for 500 students grades 3-12, within an open space environment with cross age grouping and cross cultural experiences. Emphasis is placed on individual growth through individualized instruction, interaction with community resources, independent study and direct involvement in learning experiences. The personalization of this learning approach is intensified by the advisory system which allows each student to choose an adult (staff member) to act as counselor, advocate, record keeper, and liaison to home. The knowledge that staff and students have of one another creates an atmosphere of trust that makes normal value conflicts and racial tensions erroneous. The merit of this environment of trust stands out. Though enrollment is voluntary and students are selected, the population of the Brown School follows the same socio-economic matrix as the community. And because of this, and their special program rating, no busing is required. The Brown School is funded in part by ESEA Title IV.

Materials presented - Brown School, Faculty-Parent Seminar

John Parks- Director of Kentucky Center of Psychosynthesis

Synopsis - Psychosynthesis fosters comprehensive psychological and educational development of the total person. Inherent in this philosophy is the coined "humanistic approach" which, when applied to education has very far-reaching effects. It implies that educators show interest, concern, acceptance and openmindedness toward students and colleagues and most importantly an awareness of themselves and their own growth. Ideally schools would encourage the assimilation of humanistic values by the example the structure of the school assumes in its relationships to students. In large systems where this is not possible, the role of guidance counselor assumes long overdue importance necessitating an immediate increase in their number and a redefinition of their purpose to include more counseling. Individuals also must make concerted efforts towards influencing this change.

Right now humanistic education can be exemplified by the Montessori approach which emphasizes acceptance of a child's ability to learn within his own time span, with his own senses and without constant instruction. Many of Kentucky's alternative programs and schools are humanistic in approach and have found that students responded positively within these small personal learning environments. Counses which explore humanism and could be included in school curriculums are sociology, anthropology, comparative ethics, philosophy, and humanistic psychology.

Materials used - Inner Focus, A guide to the Activities of the
Kentucky Center of Psychosynthesis

July 12, 1977

Dr. Necia Coker - Kentucky Association of Teacher Education

Synopsis - The goal of KACTE's twenty-four member committee representing colleges and universities throughout the state is to advance multicultural education philosophically and as an education process. Multicultural education embraces cultural pluralism which recognizes America's cultural diversity and believes it to be a valuable resource that should be preserved and extended. The cultural differences exist; they must be recognized, accepted and cherished with educational institutions generating this affirmation. At this time KSCTE has developed pre-service training and inservice training that addresses the issues of multicultural education to our educators. A statewide program is in the planning and references were made to a successful program that Ohio has implemented. In general education for cultural pluralism endourses: (1) Teaching values which support cultural diversity and individual uniqueness. (2) Qualitative expansion of existing cultures and their incorporation into America's social economic and political mainstream. (3) Exploration of alternative and emerging life styles. (4) Encouragement of multiculturalism, multilingualism.

Materials presented - Test of Multicultural Statements
Two documents on multicultural education in Ohio

Jim Porter - Fayette County School Adult Education System

Synopsis - The Adult Education Learning Lab in Fayette County allows students 16 years old and a leave to study and receive individual instruction towards the obtainment of the GED which signifies high school of mastery of math, English, science, social studies and literature. Mr. Porter stated that 1/5 of the states high school graduates are actual GED recipients and 61.4 percent adults have not finished high school. These type of statistics have led him to consider the relevance of leteracy based education as opposed to the present graded approach.

Bill Lewis - Subcommittee member representing General Electric's Appliance Park, Louisville

Synopsis - In 1971 Mr. Lewis and associates initiated "Bridging The Gap" which links education and industry by allowing General Electric's Appliance Park to serve as a laboratory and their personnel as faculty for the graduate student and professional to learn about the opportunities available in industry. Since then, this 12 week program has operated yearly in different areas of the state with the help of local industries and with the cooperation of the University of Louisville, Western Kentucky University and Murray State University who grant 3 hours graduate credit. Mr. Lewis was also able to procure grants from the General Electric Foundation to cover the cost of tuition for a large portion of the 20-30 participants.

The General Electric industries' initiative in professional education is meeting a two-fold goal. They give professionals involved in career education, guidance, counseling, employment services, etc., the necessary knowledge to understand the needs of industry and they in turn are better able to educate and serve their public.

Carol Bryant, Barbara Markesberry - Nutrition Educators, Lexington, Fayette County Health Department

Synopsis - Background:

Nutritional education has been recognized as a health priority on the state level (Career Education Act of 1976) as well as the national level (The National Health Planning and Resources Development Act of 1974). Additionally, federal regulation (Public Law 90-105) requires that children "participate" in planning school lunch menus. Unfortunately, however, nutritional education programs and efforts to involve children in designing lunch menus have not been successfully implemented in Kentucky. In fact, a recent study conducted in Kentucky shows that primary school teachers are inadequately prepared to teach nutrition. Moreover, while 93 percent of the teachers interviewed report that they attempt to include nutrition in the curriculum, the majority believe that their preparation and the availability of nutritional education resources is inadequate.

Program Goals:

1. Teach students the basic principles of nutrition;
2. Provide students with an opportunity to apply nutritional principles to the development of lunch menus and other real-life experiences;
3. Document food preferences of student in each school district which can then be used by the School Lunch Program to plan menus for these students;
4. Provide teachers with training and teaching materials on nutrition.

Description of Program:

1. A team of health educators work with students in a given region of the state on an age-grade basis, e.g., all first and second graders;
2. The health educators provide lectures, printed materials and audio-visual aids to students and teachers in each school;
3. Lectures, films, etc., are followed by work sessions in which the team members and teachers supervise small groups of students in the development of menus for school lunch and after-school snacks. In the work sessions students are provided with immediate feedback on their understanding of basic nutritional principles and their ability to apply this information to real-life situations.
4. The health education team submits information concerning lunch menus to the School Lunch Program for use in planning menus for that school district.
5. Each school retains the printed materials and a list of available audio-visual aids on nutrition for future use.

References - Graham, James G. 1976

State Plan for Career Education in Kentucky. Frankfort, Kentucky: Kentucky Department of Education.

Bureau for Health Services - 1976

Orientation to East Kentucky Health Systems Agency. Frankfort, Kentucky: Department for Human Resources, Center for Comprehensive Health Systems Agency.

Wesley, Myrna McGahon 1975

Nutrition Knowledge Testing of Kentucky Teachers of Grades One through Six. Master's Thesis, Department of Home Economics, University of Kentucky.

Dr. Jean Schensul - Co-Director of Evaluation for Project
Inside-Outside Health Education Project

Synopsis - Dr. Schensul has evaluated numerous alternative education programs of "Schools within Schools" in the United States. In her opinion, the concept of alternative approaches to educating youth at all levels is a sound one. In fact, the approach seems to emerge naturally from the realization that teachers have varying styles of educating and students have varying styles of learning. The alternative education concept makes it possible to match educator-learner styles, interests and needs. And this, in turn, allows students and teachers to maximize their effectiveness in the educational situation.

Dr. Schensul also pointed out that alternative education programs may be initiated in several ways, e.g., by students, teachers or principals. Although the most successful programs are usually those initiated by teachers, it is also possible for a group of innovators outside the schools to act as catalysts, enabling teachers to identify their interests and educational styles, and organizing different teaching styles into alternative programs which match learning styles.

Because many school districts, e.g., Alternative Secondary Network in Hartford, Connecticut, and Metro School in Chicago,have implemented alternative programs, a rich literature is available on the process of incorporating alternative approaches into public schools. Also, a number of educators and social scients have been involved in evaluating these programs and can serve as consultants in establishing these in Kentucky.

Betty B. McIntosh - Subcommittee Member

Synopsis - The National Diffusion Network (NDN) operates through the U. S. Office of Education to disseminate information about successful innovative programs with funds authorized under Section 422 (a) of the General Education Provisions Act.

Dr. Lee Wickline of the Division of Educational Replication, O. E. in Washington, D. C., explained in a telephone conversation on Friday, August 19, the NDN provides developer demonstrators and state facilitators.

Innovative programs across the states are evaluated by a national panel. Those found to be exemplary are placed on a national roster. Developers of these programs can then apply to be "developer" demonstrators. If accepted, funds are made available for the demonstrators to refine their materials for suitable use across the nation, to develop a training program, and to enable the developer to pay personnel to travel and train others. Currently there are eighty-eight developer demonstrators on the national roster.

State Facilitators, as part of the NDN, receive complete descriptions of the exemplary programs, the geographical location and names of the developer demonstrators. It is then his or her responsibility to contact the Local School Districts (LSDs). Any LSD interested in a program may request more information or an on-site visit. If they decide to install an examplary program, the developer demonstrators will cone to the LSD and provide training. The State Facilitator arranges for all this to happen. Kentucky has one State Facilitator in the network. Although 422 (a) does not require matching money, some states get more mileage from the federal dollar by using state funds for Facilitator positions.

A Kentucky Diffusion Network that replicates the NDN is worth consideration. There are excellent innovative programs in the state, not necessarily on the national roster but applicable to Kentucky's needs. To get information about these programs across the state is a perennial problem. Through a Title IV (C) grant the state could design and test a new model for effective information dissemination.

References - Article titled: Stretching Education Dollars and Ideas by Judy Barry from Appalachia, the Journal of the Appalachia, the Journal of the Appalachian Regional Commission, Vol. 10, No. 6, June/July 1977.

III.6 Adoption of Innovative Programs. The effective procedures and calendar which will be established and followed for the adoption, where appropriate, of promising educational practices are:

Objective: To provide for the identification, validation, and diffusion of promising educational programs and practices.

Rationale and Procedures: One important purpose of Title IV, Part C, is to encourage the evaluation of alternative programs and practices by local schools or school districts and the adaption or adoption of those which appear to address a district's identified need most effectively.

The following six-point adaption/adoption program will be meshed with the Kentucky State Department of Education's on-going dissemination program, its activities under the Kentucky Dissemination Capacity Building Project funded through the National Institute of Education and the dissemination activities outlined in this plan.

The total process is designed to assist local educators to become aware of specific innovations through exploring, evaluating, testing, and adopting or adapting those which meet their needs.

The following procedures will be employed to promote the adaption/adoption of promising programs and practices:

A. Identification of promising Programs and Practices

   1. Programs approved for dissemination by the National Diffusion Network.

   2. Programs funded under Title IV during FY 1977 which were found during the evaluation process to: (1) have data indicating positive achievement of objectives, positive student achievement (where appropriate) resulting from the program, and other positive product evaluation measures indicating program success; (2) address a problem or concern of significance to other districts in the State; (3) demonstrate reasonable cost-effectiveness; and (4) be transportable to local districts in other respects.

   3. Programs validated for dissemination through the Kentucky Outstanding Educational Programs process. These programs are to be nominated by educators in the State, reviewed utilizing the criteria outlined in Item 2 above, and funded to serve as demonstration sites.

B. Validation

Validation of programs in categories 2 and 3 above will be conducted using the guidelines provided in Sharing Educational Success. The cost of on-site visitation outlined in that document is considered however, to be excessive. As a result, normal monitoring and evaluation visits, as outlined in this plan, and written verification will be utilized.

C. Diffusion of Validated Practices

Adaption or adoption of identified programs will be encouraged through:

1. Funding of identified, in-state programs or practices to allow them to serve as demonstration sites for visitation by other school districts.
2. Grants to identified, in-state programs to provide released time and travel costs for staff members providing inservice training, technical assistance, and program monitoring to adopting districts.
3. Provisions of funds to local school districts for travel and expenses to visit identified programs and practices. Funds will be employed to cover costs for visits by teams for a single school district or a group of cooperating districts wishing to evaluate a program for adaption or adoption. Funds may be used to cover cost of consultants, inservice meetings, teacher training materials, etc. They may not be employed to underwrite recurring expenses, salaries, or textbooks and disposable workbooks.
4. Provision of funds to districts adopting an exemplary program or practice under Item 3 to serve, in turn, as a resource to future adopting districts.

D. Identification of Potential Adopters

The field of potential adopters will include all local school districts in the State. Those receiving funds for on-site visitation will be selected competitively on the basis of an application describing:

1. The local need(s) to be addressed.
2. The means by which the need was identified.

3. Activities previously conducted in identifying possible alternative solutions or programs (i.e., review of ERIC and other literature, visits made to other programs for purposes of evaluation, and other activities).

4. Staff to be sent on the proposed visit(s) and the rationale for their selection.

5. Objectives for the visit and/or the program adoption.

6. Planned activities leading to the installation of the visited program in the school system.

E. Installation

Installation of promising programs or practices will be encouraged through the requirement that an installation plan be submitted as a part of the visitation application.

Installation will be supported through provision of funds covering "start-up" costs of an identified program or practice. Funds under this portion of the program may be employed to cover costs of in-service training, technical assistance, teacher training materials, and other nonrecurring expenses. They may not be used for textbooks, disposable workbooks, salaries, and expenses normally borne by a local school district.

F. Dissemination

Objective: To communicate information about the operation and outcome of the Title IV activities and projects in order to create an awareness and understanding of those programs and ultimately to facilitate the adaption/adoption of programs promising educational improvement.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Inservice Training

It is recommended that:

1. EACH LOCAL SCHOOL SYSTEM BE ALLOTTED FOUR DOLLARS ($4.00) PER PUPIL EACH YEAR TO BE USED IN DEVELOPING AND PROVIDING INSERVICE PROGRAMS IN EACH LOCAL SYSTEM. THE USE OF THESE FUNDS SHALL BE UNDER THE DIRECTION AND ADMINISTRATION OF THE LOCAL INSERVICE EDUCATION COMMITTEE. THE COUNCIL ON HIGHER EDUCATION SHALL FUND EDUCATIONAL FACULTY DEVELOPMENT PROJECTS IN STATE-SUPPORTED UNIVERSITIES.

2. PROCEDURES BE DEVELOPED FOR THE EVALUATION OF INSERVICE EDUCATION PROGRAMS AT BOTH LOCAL AND STATE LEVELS.

3. THE RECOMMENDATIONS OF THE KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION BE APPROVED AND FUNDED AS AMENDED BY THIS SUBCOMMITTEE. (See attached letter)

4. AN INSERVICE EDUCATION COMMITTEE BE FORMED IN EACH SCHOOL DISTRICT. SEVENTY-FIVE PERCENT (75%) OF THE MEMBERSHIP AND THE CHAIRMAN SHALL BE CLASSROOM TEACHER(S). ONE (1) PERSON FROM HIGHER EDUCATION SHALL BE ON THE COMMITTEE TO ASSIST IN ANY DESIRABLE WAY.

5. TIME DURING THE REGULAR SCHOOL DAY BE MADE AVAILABLE FOR THE WORK OF THE COMMITTEE. THIS SHALL BE IN ADDITION TO THE REGULAR FOUR (4) INSERVICE DAYS.

6. THE STATE ESTABLISH AND FUND SIXTEEN (16) EXPERIMENTAL CENTERS FOR THE PURPOSE OF CURRICULUM AND INSTRUCTION IMPROVEMENT AND DEVELOPMENT.

7. A SABBATICAL LEAVE PROGRAM FOR TEACHERS BE DEVELOPED FOR THE PURPOSE OF PROMOTING AND ADVANCING INSERVICE EDUCATION.

8. THE OFFICE OF STAFF DEVELOPMENT IN THE STATE DEPARTMENT OF EDUCATION SERVE AS THE COORDINATING AGENCY FOR INSERVICE EDUCATION. THIS OFFICE SHALL COORDINATE THE USE OF RESOURCES AND ASSIST LOCAL SCHOOL SYSTEMS IN UTILIZING AVAILABLE RESOURCES.

9. EACH STATE UNIVERSITY MAINTAIN AN INSERVICE EDUCATION RESOURCE CENTER WHICH SHOULD CONTAIN CURRENT INSERVICE MATERIALS AND STAFF TO ASSIST IN DEVELOPING PRACTICAL NEEDS. THESE CENTERS WOULD BE FUNDED BY THE COUNCIL ON HIGHER EDUCATION.

Definition of Inservice Education

Inservice education is a continuing process of planned and purposive activities to increase the professional knowledge, skills, and competencies of educators in the performance of their assigned responsibilities.

Statement of
Basic Principles for Inservice Education

A sound educational program is dependent upon continuous growth and renewal related particularly to the further development of professional competencies. Increasing knowledge, improved methodology, and sociological changes indicate the necessity for a continuous, planned inservice program related to the resultant needs. Therefore, a comprehensive plan for inservice education should be developed to meet the individual's needs as well as those of the school system.

The following basic principles should be utilized in formulating the inservice program:

1. Inservice education is essential and must be a permanent part of the educational process for the continuous and sequential growth of the personnel and the educational program of the district.

2. Inservice education should be based upon an acceptable form of needs assessment so as to provide ownership to each person affected.

3. Inservice education includes all personnel at all levels - elementary/secondary school, higher education, and state department personnel.

4. Inservice education should meet the needs of individuals and the school system.

5. Inservice education should be a collaborative effort among the institutions, agencies and groups - both public and private - that are involved and will benefit from it.

6. Inservice education should be designed to make use of alternate training methods in order to accommodate individuality.

7. Inservice education activities should always be related to or be concerned with the improvement of instruction and curriculum.

8. Incentives based on intrinsic values (the desire of the individual for growth) are preferred. Alternative incentive programs should also be developed and made available.

9. Released time should be provided for inservice activities.

10. A state system to promote and support inservice education should exist.

11. Inservice education is largely a local responsibility with basic funding provided by the Minimum Foundation Program.

12. Continuous evaluation is an integral part of the inservice program.

Rationale

The examination of inservice education by the Governor's Task Force on Education Subcommittee on Inservice Training has revealed to the subcommittee the need for improvement in the inservice opportunities available for educators in the state. Findings such as the following support the subcommittee position:

1. Faculty turnover in schools has become very low - the people who are there are going to be there for several years.

2. Federal money for inservice education (Title III, for example) has become very scarce.

3. Financial problems have hit the schools. The school systems have little money for inservice education.

4. Major problems such as discipline, concern about basic skills, etc., are serious problems which need addressing through inservice education.

5. Higher education institutions are not adequately funded to support inservice activities for elementary and secondary schools.

6. A state model for providing inservice education in Kentucky does not exist.

7. Coordination of available resources is very limited.

8. A collaborative relationship between the agencies responsible for delivering inservice education does not exist.

9. Participants of inservice education do not have a significant voice in determining inservice opportunities.

With these findings in mind, the Statement of Basic Principles of Inservice Education was written which forms the rationale for the recommendations of this subcommittee.

Problems discussed by the subcommittee are:

1. Inadequate funding at local and state levels of inservice education.
2. Inadequate coordination of available resources such as the Kentucky Plan, MA programs, four inservice days, SDE assistance, private consultants, teacher expertise, higher education, etc.
3. Existing efforts not meeting teacher needs.
4. Teachers not always involved in inservice decisions.
5. Higher education institutions not funded in such a way as to provide adequate assistance in inservice education.
6. As a general rule, no time during the regular school day for teachers to participate in inservice activities.
7. Limited incentives for involvement in inservice education.
8. Limited use of systematic methods of determining teacher needs.
9. Minimal evaluation of inservice activities.
10. Inservice days being used for purposes other than inservice.

Sources of information were:

1. Consultants.
2. Reports.
3. Different organizations.
4. Teachers and other school personnel.
5. Periodicals.
6. Books.
7. ERIC.
8. Resource libraries (SDE and IHE).
9. Committee members.

Major points of interest and concern considered by the subcommittee were:

1. Funding possibilities.

2. Coordination of resources so that meaningful inservice education would be offered.

3. Meaningful assessment of teacher needs.

4. Designing a model inservice education plan.

5. Control of inservice education.

6. Time for inservice education activities.

7. Alternative incentive plans.

    a. College credit
    b. Continuing education units (CEU)
    c. Pay to attend activities
    d. Release time
    e. Increased salary
    f. Increased status for participants
    g. Professional Development Units (PDU)
    h. Sabbaticals

8. Continuous inservice.

9. Evaluation of inservice.

Julian M. Carroll
Governor

Don Stephens
Executive Director

COMMONWEALTH OF KENTUCKY
GOVERNOR'S TASK FORCE ON EDUCATION

RECEIVED
OFFICE OF
EXECUTIVE DIRECTOR
AUG 4 10 34 AM '77
COUNCIL ON PUBLIC
HIGHER EDUCATION
FRANKFORT, KY

August 3, 1977

Mr. Harry Snyder, Executive Director
Council on Public Higher Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Dear Mr. Snyder:

Enclosed is a copy of a statement prepared by the Governor's Task Force Subcommittee on Inservice Training endorsing the recommendation to the Council on Public Higher Education dated July 8, 1977. This recommendation was submitted to the Kentucky Council on Teacher Education and Certification by an ad hoc committee composed of Dr. George Denemark, Dr. J. T. Sandefur and Dr. John Taylor.

The Task Force Subcommittee endorses this proposal recognizing that it did not originate with this subcommittee and recognizing also that this is only one avenue for providing inservice training. Further recommendations concerning inservice education are forthcoming and will be submitted to the Steering Committee of the Task Force.

We feel the proposal would be stronger if in the final product adequate attention is given to the recommended changes we have listed in the enclosed statement.

We appreciate your and the Council's consideration of these recommendations and are looking forward to hearing that the proposal has been approved for funding. Please let us hear from you when a decision has been made.

Sincerely yours,

Shirley D. Duff

Shirley D. Duff

enclosure
cc/Sidney Simandle

The Governor's Task Force Subcommittee on Inservice Training endorses the proposal submitted to the Kentucky Council on Public Higher Education by Dr. George Denemark, Dr. J. T. Sandefur, and Dr. John Taylor concerning the need for adequate financial support for higher education's role in the continuing professional development of teachers.

The subcommittee endorses this proposal recognizing the need that it will fulfull as a means of developing a comprehensive master plan and recognizing also that this is only one means or avenue for providing inservice education.

The subcommittee would like to recommend the following additions and/or changes in the proposal:

1. We recommend that a representative of the Department of Education's Task Force on Staff Development (who is not an employee of the State Department of Education) and a representative of the Governor's Task Force Subcommittee on Inservice Training be included as members of the Inservice Council as referred to in Section 5, Page 8 of the proposal. These two representatives will work with the Council in the development of formulas for providing support and in developing future plans for inservice education.

2. We recommend that the model plan that is to be developed include an adequate formula for supporting inservice at the local level.

3. We recommend that a parity of involvement be established by adding a fourth faculty position as discussed on Page 6 of the proposal. This person would be selected from names submitted by the LEA's and this fourth position would be funded by the Department of Education.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Instructional Materials

It is recommended that:

1. THERE BE FULL FUNDING FOR K-12 TEXTBOOKS.

2. IN ADDITION TO THE TEXTBOOK PROVISION, MONEY BE PROVIDED FOR THE PURCHASE OF SUPPLEMENTAL INSTRUCTIONAL MATERIALS. AT LEAST AN ADDITIONAL THIRTY PERCENT (30%) OF THE AMOUNT SPENT FOR TEXTBOOKS SHOULD BE ALLOCATED FOR SUPPLEMENTAL MATERIALS.

3. THE THIRTY PERCENT (30%) ALLOTTED BE ADMINISTERED BY THE TEXTBOOK DIVISION OF THE DEPARTMENT OF EDUCATION. (THE THIRTY PERCENT WOULD BE AN INCREASE OF ABOUT $5,000,000.)

4. LOCAL SCHOOL SYSTEMS BE REQUIRED TO HAVE TEXTBOOK AND SUPPLEMENTAL MATERIALS SELECTION COMMITTEE WHICH WOULD BE ELECTED BY THE FACULTY.

5. IT WOULD BE THE RESPONSIBILITY OF THE MATERIALS SELECTION COMMITTEE TO SELECT ALL MATERIALS PURCHASED FROM THE TEXTBOOK APPROPRIATION MADE BY THE GENERAL ASSEMBLY AND APPROVED BY THE DEPARTMENT OF EDUCATION.

6. THE SELECTION COMMITTEE COULD FILE A GRIEVANCE WITH THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE STATE BOARD IF THE COMMITTEE BELIEVED THE INTENT OF THE AUTHORIZATION WAS BEING VIOLATED.

7. AT LEAST ONE EDITION EACH YEAR OF THE ED NEWS PUBLICATION OF THE DEPARTMENT OF EDUCATION BE PRODUCED IN SUCH QUANTITY THAT EACH TEACHER IN THE COMMONWEALTH WOULD RECEIVE A COPY. THIS ISSUE SHOULD PROVIDE DETAILED INFORMATION ABOUT TEXTBOOKS AND SUPPLEMENTAL MATERIALS AND POLICIES REGARDING THESE MATTERS.

8. A LIBRARY COMMITTEE BE ELECTED IN EACH SCHOOL SYSTEM WHICH WOULD SELECT LIBRARY MATERIALS. THE COMMITTEE MENTIONED IN PREVIOUS RECOMMENDATIONS COULD BE USED AS THIS COMMITTEE.

9. REGIONAL UNIVERSITIES ESTABLISH (OR EXPAND) CURRICULUM LABORATORIES WHICH INCLUDE STATE TEXTBOOKS, SUPPLEMENTAL MATERIALS, NEW MATERIALS AND OTHER CURRICULUM INFORMATION DESIGNED TO ASSIST TEACHERS IN SERVICE AND PRE-SERVICE STUDENTS.

10. ON AN EXPERIMENTAL BASIS, TWO OR THREE UNIVERSITIES PROVIDE A MOBILE UNIT TO TAKE MATERIALS TO SCHOOLS AND EXPLAIN THEIR USE.

11. DURING THE 1980-81 SCHOOL YEAR, APPROXIMATELY TWENTY-FIVE (25) SCHOOL SYSTEMS BE DESIGNATED AS EXPERIMENTAL INSTRUCTIONAL MATERIALS DEVELOPMENT CENTERS. THESE CENTERS WILL USE NO TEXTBOOKS IN TWO (2) GRADES (PERHAPS 3-5) FOR THE NEXT FIVE (5) YEARS. THE FUNDS THAT

WOULD HAVE BEEN USED FOR TEXTBOOKS IN THESE GRADES WOULD BE USED FOR CURRICULUM MATERIALS DEVELOPMENT.

12. A TWO WEEK WORKSHOP BE HELD FOR TEACHERS IN THIS EXPERIMENTAL PROGRAM PRIOR TO THE OPENING OF SCHOOL 1980-81.

13. AN EVALUATOR BE APPOINTED TO EVALUATE THE IMPACT AND EFFECTIVENESS THE PROJECT HAS ON CURRICULUM, INSERVICE DEVELOPMENT, STUDENT ACHIEVEMENT AND GENERAL CLASSROOM CLIMATE.

14. THE PROJECT MENTIONED ABOVE BE STARTED IN GRADES SEVEN AND ELEVEN IN THE 1982-83 SCHOOL YEAR.

Problems Discussed

1. State Textbooks
2. Libraries & Audio Visual Equipment
3. Research Centers (Curriculum Lab)
4. Supplemental Materials
5. Vocational Education
6. Kindergarten
7. Monies Available & Budget
8. Private Schools
9. Colleges & Universities
10. Exceptional Children

Sources of Information

1. Information was obtained from discussion with personnel in the State Department of Education.
2. Reports which had been previously done on Instructional Materials were secured from the State Department of Education.
3. A few schools were visited before closing for the summer.
4. College and University personnel were consulted as concerned the material available to teachers.
5. Two members attended a meeting of The State Textbook Commission.

6. The Department of Finance, Office of Policy and Management was consulted concerning budget figures.

7. Subcommittee members contributed their own knowledge from personal experiences.

Major Points of Interest and Concern Considered

1. State Textbooks - Selection and Teacher Input

   The subcommittee studied the State Textbook program from selection by the Commission through the usage in the classroom. It appears to us the control of what our children are taught lies far out of Kentucky since the publishers in any given subject and grade offer the same basic program. The main concern of the Textbook Commission, therefore, lies in the manner of presentation made in each textbook. As much input as possible in the selection of which publisher offers the best presentation should be obtained from the classroom teachers by the Commission. Selection at the local level should involve teachers as much as possible also. Possibly some consideration should be given to teaching a textbook for a year before final adoption is made.

2. Free Textbooks - Funding

   The method of funding the free program for basal textbooks is barely adequate, if that. Since the per pupil allotment is based on average daily attendance and the average book cost, selection to fit the budget would limit the selection to the lower cost textbooks.

3. Supplemental Materials & Teacher Development Materials

   Nowhere in the monies allotted by the State is provision made for either supplemental materials or materials for teachers to use in developing their own programs, without completely eliminating the textbook and using that money.

4. Libraries

   In our limited evaluation of libraries, an important tool in the instructional materials program, we found wide variances across the State. Apparently almost all of the Title IV federal government money is being used for library resources. However, in cases where the library had not been funded adequately previously, schools are still missing an important resource. Also, there are still many schools without any librarian.

5. Research Centers

   There is a feeling within the subcommittee that teacher developed materials are important. Often, however, due to lack of materials, work space and time, teachers are not able to develop such programs. Also, due to limited availability, the necessity of obtaining from Frankfort, and the inability to select by screening first, many films, tapes and printed material are not used to the fullest extent possible. It was found most schools do have adequate amounts of projectors, tape players and other equipment. Many schools, however, have problems in the upkeep of such items and the film strips, tapes, etc. are now outdated. Most materials are from 1970 and prior and the cost of obtaining the latest and best materials would be prohibitive for each school.

6. Kindergartens

   Kindergartens were discussed, and, it was decided more study needs to be done in that area when school resumes and when the report of the subcommittee on Early Childhood Development is completed which is focusing on Kindergartens.

7. Private Schools

   Private schools were discussed, and again it was decided more information should be obtained when school resumes. The subject of free textbooks for private schools was touched upon, but since the legality of the State providing such funds is in question at the present time, and the money does not appear to be available, no recommendation is being made by this Subcommittee.

8. Vocational Education, Colleges and Universities and Exceptional Children

   The subcommittee briefly discussed the instructional materials for vocational education, free textbooks for colleges and universities, and special materials for exceptional children. It was decided that adequate studies and programs are underway at the present time and we should not address ourselves to such items.

Rationale and Discussion of Recommendations

Instructional materials are textbooks, workbooks, teacher aids, films, library books, magazines, etc. They are the items which our children spend 50% of their time studying. There are no other items except the teacher, which make a greater impact on our children due to the amount of time spent with these items. Yet, despite our children's great reliance on instructional materials, very little input and money is expended on the selection of and provision for such items. All too often the only item provided for a child in a subject is one single textbook. A textbook which probably is selected by someone other than the teacher and may or may not fit the needs of the teacher and the child. Even if such a textbook were perfectly matched to the child and the teacher, some supplemental books or teaching aids would lend a different perspective to the subject, thus broadening the child's education. If, as is probably more often the case, the textbook,child and teacher are not perfectly matched, supplemental materials are a necessity. There is no excuse for not giving our children these instructional materials which could mean such an important difference.

Throughout the guidelines for textbooks, there is mention of the purchase of supplemental materials and there being 30% of the textbook fund available for such items. However, in reality, there is no money available unless the basal textbook is not purchased. This is totally inadequate. Nowhere does the state allot any funds for materials to assist teachers or to add to the basal textbook.

The Education budget from General Funds in 1977 was $505,000,000 and is $568,000,000 for 1978; a total in excess of one billion dollars. The total 1977 and 1978 amount appropriated for textbooks was $17,482,600. Granted, this amount was a tremendous increase over previous appropriations due to additional free textbooks. There is a need, however, to further increase this appropriation to allow for the purchase of supplemental materials.

The Instructional Materials Subcommittee, therefore, recommends that in addition to the money appropriated for the basal textbooks an additional 30% of that amount be added for supplemental materials. This money would be added for supplemental materials. This money would remain a part of the textbook fund and expenditures be approved by the State Department of Education as is now done. Such an increase in the 1977-78 budget would have amounted to $5,243,980. This would represent an increase from about 1½% to 2% of the General Fund education budget. An expenditure of 2% of the money for materials occupying 50% of a child's time does not seem unreasonable.

The Subcommittee feels very strongly that teachers have input and knowledge concerning instructional materials. At present there is only a recommendation from the Division of Instructional Media that the local districts appoint standing committees to serve as subject area advisory committees and to assist in the textbook selection and adoption. The only indication of teacher involvement is that "most" local superintendents, "according to reports" appoint teacher committees to assist them in studying and evaluating textbooks for their recommendations to the boards of education for adoptions. Textbook selection is not at all an easy thing to do and can best be done by those who are actually going to be using the material. In addition, people by nature feel more pride and responsibility to something when they have a voice in the decision-making process. We realize that teacher involvement may be present in many local school districts, but, we feel it is necessary to insure as best we possibly can that all Kentucky children be offered the best possible teaching.

The Instructional Materials Subcommittee, therefore, recommends a bill be passed by the General Assembly directing the local superintendents to have a textbook and supplemental materials selection committee elected by all of the faculty members. Such committee could file a grievance with the State Superintendent of Public Instruction in the event they felt the intent of the Bill was not being carried out. It would be the responsibility of the committee to select all materials purchased from the textbook appropriation made by the General Assembly with approval from the State Department of Education. This would guarantee teacher input.

All teachers should be made fully aware of the guidelines of Kentucky's textbook programs. Such items as substituting other programs for the basal textbook, selecting a softback book, new aids and supplemental materials available, materials available in the Frankfort curriculum lab, etc., should be explained to teachers. Often, a class of children do not fail by the substitution or addition of instructional materials. Teachers, however must be knowledgeable of the materials and processes by which they can be obtained to make use of such assets.

We, therefore, recommend that at least one edition each year of the ED News publication already being printed by the Department of Education be produced in such quantity to cover all Kentucky teachers, distributed to the local districts and given to each teacher with their pay check. This edition should address itself to the issues of textbooks and supplemental materials in addition to the regular news items.

There is a need for better library materials and library personnel in most schools. Many classes have a specified period in the library and, if there is not adequate material to supplement their regular studies and adequate personnel to assist them, the time spent there is simply a waste of time. The only provisions the State makes concerning libraries is that a certain amount of local money must be expended per child in order to meet their accreditation standards, and that a minimum amount of books, periodicals, etc. are necessary in order to meet accreditation standards. We have found in our brief examination of libraries that there are many who do not meet those standards and are still accredited by the State. For instance, librarians do not exist in many schools where they should be in order to meet the minimum standards. An appropriation for supplemental materials as discussed above would help this situation also. Closer supervision from the State Department of Education also seems necessary.

In addition, we recommend a library committee be set up in each school to select materials to be purchased. Possibly, use of the textbook and supplemental materials selection committee discussed previously, would be best. At any rate, such committee should be elected by the school faculty.

As a solution to this problem, we recommend some changes at the regional universities. A program should be implemented which would allow enough money for the university libraries to purchase materials which are too expensive for each local district, new materials which are being introduced on the market, and the books on the State Textbook Adoption list. These materials, of course, would greatly support the current instruction of teachers, but should be made available to all teachers in the area. This would help tremendously in keeping all teachers current with the changes in materials.

A step even further in reaching all teachers, would be to have a mobile van for the purpose of moving instructional materials from the campus curriculum center to the local schools. The subcommittee recommends such a van be tried at at least two or three universities.

We also believe there is a need to provide teachers with better instructional materials. The best materials are often quite expensive and each district cannot afford such items. Having a single location point in Frankfort also presents a problem since there is no way to screen such items and they are just not "there".

The subcommittee would like to recommend the following program be tried that would eliminate the use of textbooks. The years, number of systems involved and grades are optional. Before implementing such a program, however, we would like to check on a national level to see, if possible, if this has been tried somewhere before.

During the 1980-81 school year twenty-five systems will be designated as experimental instructional materials development centers. These systems will use no textbooks in grades 3 and 5 during the next five years. The money that would have been used to buy textbooks will be used to develop and disseminate instructional materials appropriate for that particular grade level. These dollars would include normal costs such as replacement costs, lost costs, etc.

A two-week workshop will be held for the teachers in grades 3 and 5 in the experimental systems prior to the beginning of the 1980-81 school year. This workshop will prepare them to work on materials in the future. (A budget will be established for this).

An evaluator will be appointed to evaluate the impacts that the project has on curriculum, revision, teacher inservice, student learning, etc.

This same project will be initiated in grades 7 and 11 in the 1982-83 school year.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Instructional Personnel

The Subcommittee on Instructional Personnel was divided into four general areas of concern. Reports from each group were presented to the committee as a whole for approval, rejection or revision. The final report is divided along these lines.

The four areas of concern were: (1) evaluation, (2) certification, (3) teachers' working conditions, and (4) community involvements.

RECOMMENDATIONS - COMMITTEE ON EVALUATION

1. A MORE EFFECTIVE SCREENING PROCESS BE ESTABLISHED TO DETERMINE A PROSPECTIVE TEACHER'S PERSONAL AND ACADEMIC SUITABILITY FOR TEACHING.
2. A COUNSELING AND EVALUATION PROCESS SHOULD BE CONTINUOUS FOR EACH TEACHER CANDIDATE.
3. TEACHER CANDIDATES BE ACTIVELY INVOLVED IN CLASSROOM SITUATIONS AT THE FRESHMAN AND SOPHOMORE YEARS AT THE LEVEL FOR WHICH THE STUDENT IS A CANDIDATE.
4. GENERAL GUIDELINES BE ESTABLISHED UNDER WHICH EACH LOCAL SCHOOL DISTRICT SHALL DEVELOP A SYSTEM FOR EVALUATION OF TEACHER EFFECTIVENESS.
5. ADEQUATE AND APPROPRIATE TEACHING MATERIALS, EQUIPMENT, AND SUPPLIES BE PROVIDED FOR INSTRUCTIONAL PERSONNEL THROUGH CURRENT EXPENSES OF THE MINIMUM FOUNDATION PROGRAM.

Rationale

To get good teachers in the classroom we must begin with teacher preparation. The screening process and early internship would help to eliminate situations in which a person has little choice but to teach, because of considerable investment in time and money.

An ongoing evaluation is necessary because qualities may emerge during the educational process that were not apparent before.

Western Kentucky University has a Teacher Progress Evaluation Program in effect, and on the basis of early findings has already made changes in the teaching program. This evaluation program and similar ones at other universities could be used as a model for a statewide system, coordinating research and data so that each program may be tailored to fulfill the needs of the teacher candidate and the children that they in turn will teach.

Society needs to attract and keep intelligent, ambitious, creative people in teaching. To do less is to ignore our most valuable asset, our children. In order to attract and keep people of the best quality, some incentive, to enter teaching and remain, must be devised.

In order to teach well, a teacher must have access to appropriate material and equipment. Many of the poorer school districts have very little in the way of research materials and personnel. This lack hampers both teaching and learning.

Above all, the teacher must have time to teach. Duties which can be done by non-certified personnel, should be. Time spent in class on non-teaching duties inevitably means less student-teacher interaction and, therefore,less effective teaching.

INFORMATION SECURED

Information was secured from the following people:

1. Dr. Sidney Simandle - Executive Secretary to the Council on Teacher Education and Certification.
2. Ms. Sherryl Lukens - Kentucky Personnel and Guidance Association.
3. Dr. Ronald Adams - Director of the Office of Educational Research, Western Kentucky University.
4. Dr. Catherine Morsink - Professor of Special Education, University of Kentucky.
5. Dr. Howard Thompson - Education Department, Georgetown College.
6. Dr. Jerome Hainesworth - Department of Education, Murray State University.
7. Dr. Ernest White - Superintendent of Clark County Schools.
8. Wayne Harvey - President of KEA

Information was secured from the following reports and printed material:

1. Teacher Survey of Nelson County teachers conducted by Chairman Bradford in April 1977 - 242 responded.
2. Survey of Murray State Education Department faculty by Dr. Hainesworth.
3. Teacher Education Circular #232, Elementary School Teacher Preparation-Certification.
4. Teacher Education Circular #322, High School Teacher Preparation-Certification.
5. Outline for Use by Teacher Preparation Institutions in Preparing Proposals for the Preparation of Professional School Personnel for Presentation to the Kentucky Department of Education.

6. Excerpt from the Kentucky statutes which authorize the Kentucky Council on Teacher Education and Certification; also a roster of present Council members.

7. Excerpt from the Kentucky statutes relating to teacher tenure.

8. Teacher Education Circular #300, The Kentucky Competency Approach to Teacher Preparation and the CBTE Movement.

9. Implementing the Kentucky Plan for Improving the Professional Performance of School Personnel, Handbook for Local Schools.

10. KEA Legislative Program.

11. The Condition of Education 1976 Edition - The National Center for Education Statistics.

12. School Closings: Opportunities for Creative Educational Alternatives, paper by Catherine Morsink, Michael Minor, Leland Smith, and Angela Wilson.

13. Sample of Contract for In-service - Dr. Catherine Morsink.

14. California - The Impact of the Commission for Teacher Preparation and Licensing, page 574, Phi Delta Kappan, May 1977.

15. CBTE is Succeeding in the State of New York, page 677, Phi Delta Kappan, May 1977.

16. Teacher Preparation Evaluation Programs, J. T. Sandefur, Dean of the College of Education, and Ronald Adams, Office of Educational Research, Western Kentucky University.

17. A Study of the Relationships Between the Self Concept of Secondary Teachers and Their Supervisory Performance as Measured by Student Teachers - unpublished doctoral dissertation, Howard A. Thompson, Peabody College.

MAJOR PROBLEMS DISCUSSED

1. The primary problem is the assurance of effective teaching at all levels in Kentucky schools.

2. Major Points of concern:

   a. The need to determine the effectiveness of teacher preparation programs in use.

   b. The need for a continuous evaluation process which involves skilled personnel and clearly defined criteria.

   c. The need for adequate support services and materials for the practicing teacher, and the elimination of unnecessary duties.

COMMITTEE MEMBERS:

Margie Bradford
Wayne Harvey
Joe Dyer
Howard Thompson

RECOMMENDATIONS - COMMITTEE ON CERTIFICATION

1. STANDARD CERTIFICATION AND THE PRESENT FIFTH YEAR PROGRAM BE RETAINED WITH THE FOLLOWING MODIFICATIONS:

   A. SIX SEMESTER HOURS OF CONTINUING EDUCATION CREDIT OR SIX SEMESTER HOURS OF UNIVERSITY GRADUATE CREDIT MUST BE TAKEN EVERY FIVE YEARS IN AN AREA THAT WOULD CONTRIBUTE TO THE PROFESSIONAL GROWTH OF THE TEACHER IN HIS OR HER PRESENT ASSIGNMENT.

   B. PARTICIPATION BY TEACHERS IN THE KENTUCKY PLAN FOR PROFESSIONAL IMPROVEMENT BE NEGOTIATED BY EACH LEA (LOCAL EDUCATION ASSOCIATION) WITH IHE (INSTITUTION OF HIGHER EDUCATION) FOR CONTINUING EDUCATION CREDIT. (THIS COULD FORM THE BASIS FOR FULFILLING THE SIX HOURS EVERY FIVE YEARS REQUIREMENT. REFERS TO ISSUE NO. 2.)

   THIS SIX SEMESTER HOUR REQUIREMENT COULD BE FULFILLED JOUNTLY BY LEA AND IHE INSERVICE DEVELOPMENT PROGRAMS SIMILAR TO OR IN CONJUNCTION WITH THE KENTUCKY PLAN FOR PROFESSIONAL IMPROVEMENT. A VARIETY OF OPTIONS COULD BE WORKED OUT AS TO WHEN THIS COULD TAKE PLACE ACCORDING TO THE ABILITY OF INDIVIDUAL SCHOOL DISTRICTS AND THE IHE PROGRAMMING AND SCHEDULING.

2. "CAREER TEACHER" POSITION BE ESTABLISHED THAT WOULD ALLOW TEACHERS TO REMAIN IN THE CLASSROOM AS A TEACHER WITH ONE EXTRA PERIOD PROVIDED TO DEVELOP INSTRUCTIONAL PROGRAMS DURING THE SCHOOL YEAR. THE TEACHER WOULD BE HIRED ON AN ELEVEN-MONTH CONTRACT AND BECOME PART OF THE SCHOOL SYSTEM'S PROGRAM DEVELOPMENT TEAM WHEN CHILDREN ARE NOT IN SCHOOL. (REFERS TO ISSUE NO. 3.)

ISSUES

1. Education needs a more professional image and acceptance to attract and retain quality personnel.

2. Life certification (such as standard certificate) seems to be contradictory to the need for continuous professional growth required of all teachers and administrators.

3. Quality classroom teachers should be provided with incentives to stay in the classroom rather than seek administrative positions.

RATIONALE

The rationale for recommendation No. 1 is that life certification seems to be contradictory to the needs of continuing professional growth necessary for all teachers and administrators. The standard certificate in effect today is a life-time certificate. This problem is compounded by the fact that many teachers presently are receiving their standard certification within a year or two following their provisional certification. This means that a teacher may have as many as 35-40 years of classroom assignments with no further requirement to upgrade their professional growth. The recommentation is that the standard certification be retained but that six hours of continuing education credit must be taken every five years regardless of how long the teacher has taught or what the degree the teacher may have achieved.

Recommendation No. 2 is made in response to solving the issue of retaining quality classroom teachers teaching students rather than seeking administrative posts. This career teacher position would be established for the purpose of providing eleven month contracts similar to those of administrators and yet provide opportunity for career teachers to develop curriculum and materials needed to enhance programs development. Criteria for selection would include standard certification, recommendation of at least three peers, the principal, superintendent, and approval of the school board.

This position is not to replace a supervisor position, but it is to provide the nucleus for a cadre of teaching personnel who would work with administration in the development of programs that would enhance learning opportunities for all children. Such a position would provide a salary incentive that would keep capable teachers teaching.

COMMITTEE MEMBERS:

Jerome Hainsworth
Catherine Morsink
Ernest White
George Coker

RECOMMENDATIONS - COMMITTEE ON IMPROVING WORKING CONDITIONS

ISSUES PRIORITIZED

Improve the Kentucky Minimum Foundation Program:

1. INCREASE SALARIES OF TEACHERS AND ADMINISTRATORS TO EQUAL THE AVERAGE OF THE SEVEN STATES BORDERING KENTUCKY.

   RECOMMENDED ACTION: PRESENT TO GOVERNOR FOR A PART OF HIS LEGISLATIVE AGENDA FOR 1978.

   RATIONALE: Salaries must be at a level commensurate with other professions and with the seven states bordering Kentucky if Kentucky is to attract and hold the most capable people in education.

2. INCREASE FUNDS FOR CURRENT OPERATING EXPENSES BY 10 PER CENT FOR EACH YEAR OF THE BIENNIUM.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: A 10 percent increase may only cover inflation especially in consideration of increased fuel and utility increased costs.

3. INCREASE FUNDS FOR CAPITAL OUTLAY EXPENSE BY NO LESS THAN 10 PERCENT FOR EACH YEAR OF THE BIENNIUM.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Construction costs and other capital outlay expenses have continued to rise with the inflation.

4. ESTABLISH VOCATIONAL AND SPECIAL EDUCATION UNITS AS BONUS UNITS.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: ADA is deducted from units appropriated after 1974.

5. REDUCE THE BASIC UNITS TEACHER-PUPIL RATIO TO 1:25

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Ratio is now 1:27. A 1:25 ratio would add approximately 2150 units (including basic, ASIS and bonus). Smaller classes in the crucial early years would make it possible for teachers and students to gain the satisfaction of accomplishing educational goals rather than the frustration which often presently exists in overcrowded classes.

Improve the Instructional Program:

1. INCREASE THE PER PUPIL EXPENDITURE TO EQUAL THE AVERAGE OF SEVEN STATES BORDERING KENTUCKY.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: In 1978 the per pupil expenditure will be $1271. This may or may not elevate Kentucky from 49th position nationally.

2. PROVIDE ADEQUATE FINANCIAL SUPPORT FOR THE REPLACEMENT OF INSTRUCTIONAL FEES.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: The $7.07 per child based on ADA is not sufficient to prevent schools from assessing fees.

3. PROVIDE TEACHERS WITH IMPROVED WORKING CONDITIONS SUCH AS SUPPORT SERVICES, PLANNING TIME, INSTRUCTIONAL MATERIALS, MEANINGFUL INSERVICE DAYS, PROPER EQUIPMENT, AND PROPER MAINTENANCE OF SCHOOL ROOMS AND OTHER SCHOOL FACILITIES.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Proper working conditions would improve teacher performance.

Improve the Statewide Equalization School Funds

1. INCREASE THE PERCENTAGE EQUALIZATION PROGRAM BY 5 CENTS FOR EACH YEAR OF THE BIENNIUM.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Equal education opportunities for Kentucky's youth will be enhanced regardless of the economic condition of the county in which they reside.

2. INCREASE THE FUNDS TO ADEQUATELY PROVIDE FREE TEXTBOOKS FOR ALL PUPILS, K-12.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Appropriations should permit immediate provision of all textbooks rather than phasing in subject area texts over the years.

Improve the Kentucky Teachers' Retirement System

1. INCREASE THE STATE"S CONTRIBUTION TO THE TEACHERS' RETIREMENT SYSTEM TO EQUAL THE PERCENTAGE CONTRIBUTED TO THE STATE RETIREMENT PROGRAM.

   RECOMMENDED ACTION: SAME AS ABOVE.

RATIONALE: An increase of 2.4 percent is needed for the state to equal its contribution to the State Employees' Retirement Program.

2. INCREASE THE MEMBER'S CONTRIBUTION BY 2.15 PERCENT WHICH WILL EQUAL THE PERCENTAGE CONTRIBUTION OF STATE EMPLOYEES TO THE STATE RETIREMENT PROGRAM.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: A 2.15 percent increase in member contributions to Teachers' Retirement will increase the total to 9.85 percent which state employees now contribute.

3. INCREASE THE ANNUITY CALCULATION FROM TWO PERCENT TO 2 ½ PERCENT FOR EACH YEAR OF SERVICE CREDIT.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: The increase referred to in No. 2 above will provide the funds needed to increase the annuity formula.

4. PROVIDE FOR RETIREMENT AFTER THIRTY YEARS OF KENTUCKY SERVICE CREDIT, WITHOUT PENALTY, REGARDLESS OF MEMBER'S AGE.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: This benefit could save money when all state funds for education are considered.

5. PROVIDE A SCHEDULE FOR SURVIVORS' BENEFITS BASED ON SALARY AND YEARS OF KENTUCKY SERVICE CREDIT.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Currently each benefactor receives $150 per month regardless of years of service credit in Kentucky.

6. PROVIDE FULL INSURANCE BENEFITS AFTER THIRTY YEARS OF KENTUCKY SERVICE CREDIT, REGARDLESS OF AGE.

   RECOMMENDED ACTION: SAME AS ABOVE.

   RATIONALE: Currently full benefits are available at the time of retirement with full benefits. This will adjust benefits to 30 years of service and out.

Consider a State System of Accountability for Education

ACCOUNTABILITY MUST BE THOROUGHLY STUDIED BY ALL SEGMENTS OF THE SCHOOL COMMUNITY. IT MUST FOCUS ON PROGRAMS AND STUDENT EXPERIENCES RATHER THAN STUDENT PERFORMANCE. IT MUST TAKE INTO ACCOUNT ALL THE FACTORS WHICH INFLUENCE THE PERFORMANCE OF SCHOOL CHILDREN. IT MUST BE GENERAL ENOUGH TO ACCOMMODATE THE INDIVIDUAL DIFFERENCES OF LOCAL SCHOOL DISTRICTS.

RECOMMENDED ACTION: SAME AS ABOVE

RATIONALE: Funds should be provided for further study of accountability and for experimentation in certain school districts.

Provide Support Services to Classroom Teachers

1. COUNSELORS SHOULD BE AVAILABLE TO ALL KENTUCKY SCHOOL CHILDREN AS PRESCRIBED IN THE SOUTHERN ASSOCIATION REGULATIONS.

RECOMMENDED ACTION: SAME AS ABOVE.

RATIONALE: Trained personnel should be available to handle facets of the school program for which the teacher is not trained nor has the time to do.

2. SOCIAL WORKERS SHOULD BE AVAILABLE TO ALL STUDENTS IN KENTUCKY'S SCHOOLS WHO NEED SUCH SERVICES.

RECOMMENDED ACTION: SAME AS ABOVE.

RATIONALE: Same as above.

3. REMEDIAL TEACHERS SHOULD BE PROVIDED IN EVERY SCHOOL TO WORK WITH STUDENTS HAVING PROBLEMS IN ANY GIVEN SUBJECT AREA.

RECOMMENDED ACTION: SAME AS ABOVE.

RATIONALE: Same as above

PROVIDE TEACHING STAFF WITH A VOICE IN DECISIONS CONCERNING THEIR PROFESSIONAL WORKING CONDITIONS AND INSTRUCTIONAL MATTERS.

RECOMMENDED ACTION: SAME AS ABOVE.

RATIONALE: Kentucky teachers have traditionally had little voice in deciding school matters which are often part of local politics. Professional negotiations would establish an organized method for making use of the expertise of our professional personnel and for avoiding massive teacher dissatisfaction.

COMMITTEE MEMBERS:

Jon Henrickson
Edward Cline
H. C. Duncan

RECOMMENDATIONS - COMMITTEE ON COMMUNITY DEVELOPMENT

1. SCHOOLS' RESPONSIBILITY CONCERNING COMMUNITY INVOLVEMENT:

    A. SURVEY THE COMMUNITY AND FIND THOSE CITIZENS WHO CAN MAKE A VALID CONTRIBUTION TO THE CLASSROOM CURRICULUM.

    B. UTILIZE RESOURCE PEOPLE FROM VARIOUS SEGMENTS OF THE COMMUNITY, I.E., BUSINESS AND PROFESSIONAL GROUPS, LAW ENFORCEMENT AGENCIES, SOCIAL SERVICE AGENCIES, PRIVATE ARTS AND CRAFTS GROUPS, AND TRADE GROUPS.

    C. ENCOURAGE PARENTAL PARTICIPATION IN SCHOOL ACTIVITIES SUCH AS PTA, HEALTH CLINICS, WAYS AND MEANS PROJECTS, FIELD TRIPS, AND VARIOUS OTHER ACTIVITIES INVOLVING STUDENTS.

2. INDIVIDUAL SCHOOL STEERING COMMITTEE BE ESTABLISHED:

    A. COMMITTEE SHALL BE COMPOSED OF SCHOOL PERSONNEL, PARENTS, AND STUDENTS.

    B. STEERING COMMITTEE'S RESPONSIBILITY SHOULD BE TO ADVISE AND ASSIST IN THE EFFECTIVE OPERATION OF THE SCHOOL. (EXAMPLE: SURVEY LOCAL CIVIC AND SOCIAL ORGANIZATIONS TO ASCERTAIN WHAT SCHOOL RELATED FUNCTIONS THEY PERFORM, I.E., FUND-RAISING EVENTS AND OTHER STUDENT-RELATED ACTIVITIES.) (EXAMPLE: PREPARE AND DISTRIBUTE TO EACH SCHOOL A BROCHURE LISTING ALPHABETICALLY THE COMMUNITY ORGANIZATIONS AND THEIR PROJECTS AVAILABLE TO STUDENTS.)

3. SCHOOL ADMINISTRATIONS' RESPONSIBILITY SHOULD BE TO PROVIDE PROGRAMS IN "COMMUNITY INVOLVEMENT" OPERATING UNDER THE THEORY OF "LEARNING BY DOING." THIS PROGRAM WOULD PLACE STUDENTS AT ACTUAL WORK SITES WHICH WOULD HELP DEVELOP THEIR CAREER GOALS. UNDER THIS ARRANGEMENT, THE COMMUNITY WOULD BECOME THE ACTUAL CLASSROOM FOR A PORTION OF THE SCHOOL WEEK.

    GOALS:

    A. GAIN A BETTER UNDERSTANDING OF THE PLIGHT OF OTHERS NOT SO FORTUNATE AS THEMSELVES.

    B. OBTAIN A PRACTICAL AWARENESS OF THE REALITY OF DIFFERENT LIFESTYLES AS OPPOSED TO CONCEPTS BASED ON THEIR ISOLATED EXPOSURE AT HOME AND IN SCHOOL.

    C. DEVELOP A CONSCIOUSNESS OF COMMUNITY PROBLEMS AND REALIZATION OF CAUSE AND EFFECT RELATIONSHIPS.

    D. REDUCE ISOLATION OF HIGH SCHOOL STUDENTS (DEVELOP RELATIONSHIP WITH ADULTS OTHER THAN PARENTS AND TEACHERS).

    E. TO PROVIDE OPPORTUNITIES TO TEST THEORY WITH PRACTICE.

F. TO DEVELOP WITHIN YOUTH A FEELING OF RESPONSIBILITY FOR THE WELFARE OF OTHERS.

G. GREATER USE OF COMMUNITY RESOURCES.

Rationale

1. Students should identify the community agencies which provide social services to people.
2. Students should be encouraged to participate in community volunteer work.
3. Students should be familiar with those agencies needing volunteer assistance.
4. Each student should act as a volunteer with some agency or group which is involved in providing services to people.
5. The student will have the opportunity to develop skills necessary to work with the people toward whom his volunteer work is directed.
6. The student will learn the importance of self-discipline in meeting his responsibilities on the job, whether it be volunteer or for pay.
7. Students will gain an understanding of how social institutions (state, federal, community, educational) function and how they relate.

COMMITTEE MEMBERS:

Chalmer P. Embry
Betty Eberhardt
Paulina Hurst
Arnetta O'Neal

Respondents: 242 teachers and administrators from Nelson County, Bardstown and parochial school systems of Nelson County.

Teachers at Bardstown City Schools made up the survey questions.

SURVEY FOR THE SUBCOMMITTEE ON INSTRUCTIONAL PERSONNEL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
130	80	16	11	1. Totally funded statewide kindergarten.
175	69	6	1	2. Teacher-pupil ratio not to exceed 1 to 20 in enrollment at the primary level. Teacher-pupil ratio not to exceed 1 to 25 students in enrollment at the intermediate, junior high school and senior high school levels.
177	53	7	2	3. A mandatory planning period for all certified staff members.
122	85	21	6	4. Mandatory duty-free lunch periods.
50	130	30	22	5. A statewide accountability plan developed by district professional educators and assisted by professional educators at the State Department and/or at the university level. Since an accountability plan seems to be unavoidable, it would be better if it were formulated by professional educators rather than by professional politicians, who, in all probability, are not intimately acquainted with the problems of education at the local level.
66	85	62	29	6. A statewide teacher salary schedule determined by the State Department of Education staff. Presently, it is impossible to have a statewide salary schedule because of the disparities of revenues at the local level, but with the funding of the Equalization Programs, hopefully in the near future, such a statewide salary schedule would be a possibility.
47	130	22	8	7. A continuation of the presently utilized Equalization Program to the $.30 level. This is the level required to provide equalized funding in all systems throughout the state. It is presently funded at the level of $.05.
35	149	9	2	8. To continue the funding the Capital Outlay and Current Operating Expenses for the approved units, as intended by the 1976 Legislature and to put their funding on a sliding scale with the cost of operating these units.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
91	115	26	10	9. Options for systems not desiring to use the Career Education monies so that they could channel these monies into other areas considered more meaningful rather than losing the money completely. Presently, a system must use the Career Education monies at all grade levels or lose these monies.
35	99	34	12	10. The elimination of the Kentucky Plan as a separate entity. Recommend a revision of and inclusion into the accountability program mentioned in number 5.
73	101	40	14	11. Complete funding of state textbook program, kindergarten through 12.
71	137	18	6	12. Continuation of the 30 percent allowance for other than textbook instructional materials with the option of increasing this to 50 percent upon special approval of the local Board of Education and the State Department. Textbook money must be used for the purchasing of state adopted hardback books which the system has adopted. 30 percent of this money, however, can be used for the purchase of printed educational materials other than hardback textbooks upon approval of the State Department of Education. With the coming of Phase Elective English Programs and other similar programs requiring materials other than textbooks, it seems that the 30 percent allowance should be increased to 50 percent.
28	45	71	97	13. The cost of the total lunch program to be borne by public revenues with no cost to the students.
26	84	53	31	14. To give the authority for administration of the state schools back to the State Department of Education.
16	63	56	96	15. Consider the possibility of two equal semesters per school year with a six weeks break in between.
48	91	26	13	16. Consider the changing of the Superintendent unit from an ASIS unit to a bonus unit. P. E., Art, Music, etc., are ASIS units. These may not be staffed. The Superintendent is also an ASIS unit. By law, this unit must be staffed. This should be a bonus unit so that it would count against the ASIS units a system might staff.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
32	98	22	6	17. Change the ratio for determining ASIS units from 1 to 8 to 1 to 7.
104	109	14	1	18. Change the method of determining units from Average Daily Attendance to Average Daily Membership. It seems unrealistic that the income received for a unit would be determined by the attendance in that unit since the room must be maintained, a teacher must be employed, supplies must be purchased, the entire instructional staff must be present, regardless of the Average Daily Attendance.
58	66	40	72	19. Change compulsory attendance laws from 16 years of age to 14 years of age, with the option of returning to school at the beginning of any year thereafter. This would enable uninterested students to drop out and then return when they are ready to continue their education.
77	92	24	16	20. State Legislature to provide a Professional Negotiations Contract for all public employees.
155	66	3	1	21. Teachers retirement contribution by the state should be equal to other state employees. Also teachers should have the option of retirements after 30 years service and 55 years of age without penalty.
174	59	4	4	22. Salaries for teachers should be equal to those of the seven surrounding states.

Comments:

Many teachers expressed a desire for fringe benefits such as insurance, etc., rather than large raises.

I found many comments critical of university officials alone making up an evaluation program. Teachers want it to include local teachers, parents.

One teacher deplored the lack of dedication and low moral standards of many teachers.

A lot of teachers didn't know what ASIS units were.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Master's Degree

The subcommittee recommends that:

1. FURTHER EXAMINATION OF CONTINUING EDUCATION FOR THE CREDENTIALING PROCESS BE MADE AND THAT STANDARD CERTIFICATES BE EARNED THROUGH CONTINUING EDUCATION.

Rationale

The subcommittee's rationale and evidence for its first recommendation are based on the fact that knowledge in contemporary times increases so rapidly that for any individual to be proficient in his field, it is necessary to continue his education in whatever career he follows. Specifically in Teacher Education, evidence is at hand in surveys to show that teachers themselves are divided in their evaluation of Master's Degrees as compared to alternative programs, and, also, that there is general nationwide dissatisfaction with the educational system on all levels.

2. UNIVERSITIES CONSIDER THE POSSIBILITY OF DEVELOPING MASTER'S DEGREES IN PLANNED INTERDISCIPLINARY PROGRAMS.

Rationale

For the subcommittee's second recommendation, rationale and evidence are based on the fact that in today's world, there are a number of new careers for which a single formal discipline is not adequate preparation.

PROBLEMS DISCUSSED

Problems discussed centered around the value of Master's Degrees as compared to alternative programs in higher education. In the field of Teacher Education, there was discussion of the possibility of five consecutive years of training being required as an alternative to the present requirement of four years plus a Master's Degree then being required for advancement within a ten year period. Continuing Education in all fields, in the sense of keeping up with changes throughout one's career, and as distinguished from degrees which too often prove to be terminal in the development of one's career, is considered by the subcommittee to be of paramount importance. This is not to say that the subcommittee does not support Master's Degree programs, but that it does realize that Continuing Education should follow and build upon graduate degrees in all fields.

Information was secured from: (a) members of the subcommittee who are engaged in higher education or primary and secondary classroom teaching, (b) state and national surveys, (c) consultants from the staff of the Kentucky Council on Higher Education, (d) staff members of the Kentucky Department of Education, and (e) Ann Black, Vice-Chairman of the Council on Teacher Education and Certification and chairman of a committee which recently completed a study of new ideas for teacher certificate renewal.

Major points of interest and concern are:

1. The need for innovative and imaginative changes in teacher education for the purpose of raising competence, enthusiasm, and prestige of teachers on all levels, thus enriching students' and teachers' lives
2. The need for further cooperation with other states' educational requirements in all fields, as through a Common Market in education.
3. The possibility of separating appropriations of funds for direct education from appropriations for federal and/or state government mandates for implementing social programs.
4. The need for more understanding and development of Interdisciplinary Programs in higher education.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Noncertified Personnel

As a result of careful study and deliberation, this subcommittee respectfully submits the following recommendations to the Governor's Task Force on Education:

1. THAT THE TERM "NONCERTIFIED" AS USED IN IDENTIFYING SCHOOL PERSONNEL WHO ARE NOT CERTIFIED BY THE STATE DEPARTMENT OF EDUCATION BE CHANGED TO "CLASSIFIED."

   The term "noncertified" as used in identifying school personnel who are not certified by the State Department of Education carries a negative connotation. It is objectionable to the vast majority of persons so classified. Some school systems have recognized this negative connotation and refer to these personnel within their system using the term "classified." The Kentucky Revised Statutes and regulations would have to be amended to substitute the term "classified" for the term "noncertified" wherever it appears.

2. THAT PERSONAL LIABILITY INSURANCE SHOULD BE AVAILABLE TO ALL NONCERTIFIED PERSONNEL, AND SHALL BE PROVIDED FOR THEM IN SCHOOL DISTRICTS IN WHICH IT IS PROVIDED FOR CERTIFIED PERSONNEL.

   Noncertified employees have much direct contact with students, and many situations and occasions arise which create a potential for a liable action against the school employees. The subcommittee feels that noncertified employees should be insured for this liability in the form of liability insurance provided by the school system.

3. THAT EMPLOYERS SHALL NOTIFY IN WRITING EVERY NONCERTIFIED EMPLOYEE PRIOR TO THE END OF THE SCHOOL TERM OF THE INTENTION TO REHIRE OR NOT TO REHIRE THE EMPLOYEE THE FOLLOWING SCHOOL YEAR.

   In testimony given during the five (5) hearings the subcommittee conducted across the state, one of the most commonly expressed complaints related to job security. Many employees simply had to assume at the end of each school term that they would be rehired at the beginning of the next school term. The subcommittee believes this situation should not exist and that employers be required to notify in writing every noncertified employee prior to the end of the school term of intention to rehire or not to rehire the employee for the next school year.

4. THAT A WRITTEN JOB DESCRIPTION BE GIVEN EACH NONCERTIFIED EMPLOYEE AT TIME OF EMPLOYMENT.

   Time and again the subcommittee received testimony from noncertified employees that they were not given, either orally or written, a description of the duties expected of them in their jobs.

5. THAT FRINGE BENEFITS FOR BOTH CERTIFIED AND NONCERTIFIED EMPLOYEES BE THE SAME WITHIN EACH SCHOOL SYSTEM.

   The school systems vary greatly in their policy relating to fringe benefits. A few systems extend the same or nearly the same fringe benefits to noncertified employees as they do to certified employees, while other systems vary these benefits greatly. The subcommittee believes that fringe benefits for both certified and noncertified employees should be the same within each school system.

6. THAT FUNDS FOR THE MINIMUM NUMBER OF NEEDED NONCERTIFIED PERSONNEL BE INCLUDED IN THE MINIMUM FOUNDATION PROGRAM.

   The state, through the Minimum Foundation Program, earmarks monies for salaries for certified personnel. No monies are identified for noncertified personnel. Any state monies now used for this purpose must come from the current expense allocation which normally goes for maintenance, operation of plant, and instructional supplies. The subcommittee believes that Minimum Foundation Program funds should be provided and earmarked for noncertified personnel.

7. THAT ANNUAL SALARY INCREASES SHOULD BE CALCULATED IN THE SAME MANNER, AND BE PROPORTIONED EQUALLY FOR BOTH CERTIFIED AND NONCERTIFIED PERSONNEL.

   The subcommittee sees no justification in discrimination in favor of certified personnel in terms of salary increases.

8. THAT A PERSONNEL POLICY MANUAL SHALL BE PROVIDED AT TIME OF EMPLOYMENT FOR NONCERTIFIED PERSONNEL.

   Each school system should provide a complete personnel policy manual to each employee at the time of employment. This manual should include conditions of employment, wage provisions, fringe benefits, hours of work, responsibilities and duties, evaluation procedures, transfers, special requirements (such as uniforms for cafeteria personnel), conditions of termination, etc.

9. THAT A SYSTEM BE DEVISED AND IMPLEMENTED TO INSURE OPEN LINES OF COMMUNICATION BETWEEN NONCERTIFIED PERSONNEL AND ALL LEVELS OF SUPERVISORY PERSONNEL AND POLICYMAKING BODIES.

One of the most consistent and frequent points made by noncertified personnel in our public hearings related to frustrations in communications. An almost unbelievable number said they had no idea how to obtain answers to questions about their jobs. They did not understand the structural organization; i.e., chain of authority. It is the subcommittee's opinion that if open lines of communication are established the vast majority of problems which now exist as expressed by noncertified personnel could be resolved.

10. THAT ALL NONCERTIFIED PERSONNEL GROUPS HAVE THE RIGHT TO DETERMINE FOR THEMSELVES IF THEY WANT TO BARGAIN COLLECTIVELY.

The hearings held around the state have brought to our attention the many problems encountered by noncertified personnel in school districts across the state and have indicated to us the positive possibilities of collective bargaining as the vehicle for resolution of these problems.

11. THAT WHEN A JOB OPENING OCCURS IN A SYSTEM IN THE NONCERTIFIED CATEGORY EACH NONCERTIFIED EMPLOYEE IN THE SYSTEM SHALL BE NOTIFIED AND IF INTERESTED IN THE JOB GIVEN A REASONABLE LENGTH OF TIME TO APPLY BEFORE THE JOB IS FILLED.

It was mentioned several times during our public hearings that job openings for noncertified personnel were not advertised within the system. As a result employees felt they were qualified for higher paying jobs within the system, but oftentimes were unaware of a job opening until after it was filled.

Comment: All of the recommendations, except recommendation number ten which was passsed by a majority of one vote, were passed without dissent.

General Rationale

It is generally recognized that the effective and efficient operation of any organization requires expertise and cooperation from all employees. In the educational enterprise, this includes both certified and noncertified personnel. Noncertified employees, such as cooks, bus drivers, bus mechanics, teacher aides, paraprofessionals, clerks, secretaries, and maintenance/janitorial staff, comprise a vital part of the educational system. The quality and scope of the instructional program in any school system will be affected by the number of qualified noncertified personnel employed. In Kentucky approximately thirty-five percent of all educational employees are classifed as noncertified personnel. Although these employees are not involved in the formal instructional program, they are a part of the total program. They are in contact with students on a daily basis and, no doubt, exert in many instances considerable influence over students. This occurs by the example they set, by their outward attitude toward students and/or the school program, and by the manner in which they carry out their assigned responsibilities. Quite often students can relate to, or identify with, these individuals as readily as they can with the certified personnel.

The Subcommittee on Noncertified Personnel held its first meeting in the State Capitol on April 22, 1977. It consists of twenty members including the Chairman and Vice-Chairman, all of whom are involved with the educational process with the exception of the Chairman and Vice-Chairman. Included are certified and noncertified employees, administrative personnel, and school board members.

Considerable discussion at the initial meeting indicated that the following were among the areas of concern for the subcommittee:

1. Fringe benefits.
2. Sick, emergency, and personal leave.
3. Pay scales and comparison between certified and noncertifeid personnel pay or salary increases.
4. Qualifications for employment and promotion.
5. Communications between noncertified and certified and administrative personnel.
6. Tenure, job security, and seniority.
7. Health requirements.
8. Replacement of jobs.
9. Source of funds for payment of noncertified personnel.

Since there is very little printed material relative to these topics, the subcommittee decided to hold a series of public hearings in order that interested persons might appear and make comments, suggestions, and recommendations. These hearings were held in Frankfort on May 16, Elizabethtown on May 17, Prestonsburg on May 19, Covington on May 26, and Madisonville on May 31, 1977.

The hearings were announced by letter to all local school district superintendents, all private school principals, all Catholic diocese superintendents, and all college and university presidents within the state. The letter requested that these individuals notify the noncertified personnel within their jurisdiction of these hearings and their purpose and inform them that they were invited to participate.

The letter also requested that "copies of any printed or published handbooks, pamphlets or other documents which your institution or school district may have produced related to noncertified personnel" be forwarded to the subcommittee. (This request produced good results from the colleges and universities, no response from private schools, and fewer than ten responses from public school districts.)

Information announcing these hearings was sent to the news medial throughout the state.

Although the attendance at each hearing was adequate and the input extremely informative, the attendance did not meet the subcommittee's reasonable expectations. Upon inquiry, it was learned that in many areas the noncertified personnel had not been informed of the hearings. The subcommittee discovered that in some areas noncertified personnel became aware of the hearings through the news media, inquired concerning details from school officials, and were informed that the hearings were closed to them. In several areas, the supervisor of the noncertified personnel became aware of the intent of some noncertified personnel to attend a hearing and the supervisor attended in what appeared to have been an attempt to thwart vocalization. Subcommittee members were approached after meetings with notes and comments indicating an existing fear of reprisal for those voicing concerns.

The subcommittee studied the Kentucky statutes and regulations relative to noncertified personnel. It reviewed the Minimum Foundation Program and the budgeting process used by one school system which was considered fairly typical. It also reviewed House Resolution 10210 which contains the federal amendments to the Unemployment Insurance Act which affects noncertified employees of nonprofit elementary and secondary schools.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Nonpublic Schools

INTRODUCTION

The historical precedents and current practices surrounding nonpublic elementary, secondary, and postsecondary education in Kentucky and nationally have been and are considerably different. These differences have led the committee to consider the three subjects separately so that appropriate precedents, practices, needs, and constitutional questions could be effectively related.

The specific recommendations coming from the three subcommittees, which are contained in the narrative of the respective reports, are endorsed and forwarded for consideration by the Governor's Task Force on Education. (A minority report of one, applicable to all three reports, was expressed to the effect that no tax revenues be expended in the non-governmental sector.)

The full subcommittee is convinced that the real purpose of education at all levels is to develop to the fullest the inate capacity of each individual student. In recognition of this fairly simple objective, and the need to relate all parts of education most effectively, we recommend that:

> APPROPRIATE ACTION BE INITIATED BY THE COMMONWEALTH TO SIGNIFICANTLY IMPROVE AND ENHANCE THE DIALOG AND COOPERATIVE PLANNING CAPACITY BETWEEN THE PUBLIC AND PRIVATE SCHOOLS AND BETWEEN THE STATE SUPPORTED AND PRIVATE SECTORS OF HIGHER EDUCATION IN RECOGNITION OF THE FACT THAT THERE ARE TECHNIQUES OF CONCERN AND EXCELLENCE IN BOTH SECTORS THAT SHOULD BE SHARED.

ELEMENTARY COMMITTEE REPORT

Recommendations:

1. THE SUBCOMMITTEE WELCOMES THE CALL BY THE STATE DEPARTMENT OF EDUCATION, AND OTHERS, FOR ACCOUNTABILITY OF ALL SCHOOLS TO PREPARE YOUNGSTERS IN ALL AREAS OF EDUCATION SO THAT THEY MAY BECOME FULLY PARTICIPATING MEMBERS OF OUR FREE DEMOCRATIC SOCIETY WHO WILL HAVE A CONTRIBUTION TO THE WELFARE OF ALL. THE EXISTENCE OF NONPUBLIC SCHOOLS IS DEPENDENT UPON PRODUCING RESULTS THAT ARE IN KEEPING WITH THE EXPECTATION OF ITS STUDENTS AND THEIR PARENTS. WE URGE THE STATE TO CONTINUE ITS EFFORTS TOWARD ACCOUNTABILITY IN BOTH THE PUBLIC AND NONPUBLIC SECTORS OF EDUCATION.

2. THE STATE DEPARTMENT OF EDUCATION SHOULD CREATE A HIGH LEVEL POSITION THAT WILL BE RESPONSIBLE FOR LIAISON BETWEEN THE NONPUBLIC SCHOOLS AND THE DEPARTMENT OF EDUCATION. THE PRIMARY PURPOSE OF THIS POSITION WOULD BE TO BETTER FACILITATE COMMUNICATION BETWEEN THE DEPARTMENT OF EDUCATION AND THE VARIOUS NONPUBLIC SCHOOLS THROUGHOUT THE STATE; TO OVERSEE FEDERAL-STATE RELATIONS; AND TO ASSIST NONPUBLIC SCHOOLS IN THEIR EFFORTS TO OPERATE WITHIN THE GUIDELINES REQUIRED BY THE STATE.

3. THE STATE SHOULD RECOGNIZE THE WORTH OF NONPUBLIC EDUCATION AND ITS CONTRIBUTIONS TO KENTUCKY, IN BOTH FINANCIAL AND PERSONAL RESOURCES BY EXPLORING WAYS IN WHICH IT CAN LEGALLY RETURN TAX DOLLARS TO THE NONPUBLIC SECTOR. THIS COULD BE DONE THROUGH TRANSPORTATION OF PUPILS, THE LOAN OF TEXTBOOKS, AND THROUGH SOME FORM OF TAX CREDIT.

4. THE AVAILABILITY OF PRIVATE EDUCATION TO CHILDREN IN GEOGRAPHIC AREAS WHERE PUBLIC SCHOOLS CANNOT OFFER PROGRAMS THAT WILL MEET THEIR SPECIFIC NEEDS SHOULD BE ENCOURAGED. EQUAL EDUCATIONAL OPPORTUNITIES FOR PHYSICALLY, MENTALLY, AND EMOTIONALLY HANDICAPPED CHILDREN; FOR CHILDREN OF MINORITY RACES, INCLUDING BLACK CHILDREN; AND FOR GIFTED STUDENTS, MUST BE ENSURED. THIS COULD BE DONE EITHER THROUGH SOME FORM OF VOUCHER SYSTEM OR THROUGH TAX CREDIT.

These recommendations are based on the principle of child benefit and is the same principle upon which the state has founded its laws, rules and regulations governing all schools. The time has come for all children in the Commonwealth of Kentucky to receive their fair share of the states' resources. The right of citizens to enroll their children in private schools should be maintained; the responsibility of citizens to pay taxes and conform to law will be maintained; the state's responsibility to her citizens includes a duty to ensure equal educational opportunities for all.

Rationale

The task of this committee on nonpublic elementary schools was to seek answers to some difficult and recurring questions regarding the operation of such schools; to explore current thinking on those questions; to determine the legal issues which affect the use of public money, resources, and equipment for nonpublic schools; and finally, to make recommendations to the full subcommittee on the basis of our findings.

The history of private education in America dates from colonial days and has its roots in the Latin grammar school which was dominant in New England from 1630-1730. The Academy, which was advocated by Benjamin Franklin and included commercial and scientific courses, came into being in the 1730's and enjoyed its popularity until 1827 when the State of Massachusetts enacted a law which permitted towns to organize public schools. Private education in Kentucky can be traced to Ft. Boonesboro, Ft. Harrod and the early pioneer settlements. Since private education is at least 150 years older than the nation itself, it is obvious that its contributions to the United States and to the Commonwealth of Kentucky have been overwhelming. A great majority of the nation's presidents and many of its past and present leaders in business, education, medicine, law, and industry are products of private education.

Presently, private educational opportunities in Kentucky are on the increase. There are now over 300 such schools serving the needs of approximately 75,000 children. They include parochial schools, both protestant and catholic, schools which address themselves to the needs of exceptional children such as, the autistic child, the visually and auditorially impaired, the physically handicapped, the emotionally disturbed, and the children who simply want an alternative to public education. These schools serve an important function and play a vital role in their contribution to the educational resources of the Commonwealth. In many cases, they are meeting the needs of children which cannot, or are not, being met through the public school.

In preparing this report, the committee used three methods of collecting data from which our conclusions and recommendations were drawn. These included questionaires, letters of opinion from leaders in business and industry, and interviews with people representing many sectors of the population. One hundred twenty four questionaires were mailed to schools offering services to elementary children and eighty-eight were received -- a 70.9 percent return.

In analyzing the data, we found more problems, issues, and concerns than answers. However, the concerns that were expressed may be generally categorized under the broad headings of curriculum design and implementation, school law, accreditation, transportation, textbooks, teacher certification, and finance.

As a result of the findings of this survey, the committee strongly endorses the belief that the state has the right and the responsibility to all citizens to regulate educational practices of all schools in the Commonwealth to ensure all children the right to receive educational opportunities adequate to maximize the potential of each child.

The existence of nonpublic schools relieves the state of considerable expense in educating children. Conservative estimates of the cost of instructional materials and capital outlay required to house elementary students in nonpublic schools is astronomical. Estimated per pupil expenditure of $1000 per year is realistic. Construction costs to house the number of students now in private schools can be estimated by multiplying 50 square feet per child times $40.00 per foot times the number of children enrolled. Obviously, if all private schools were closed, the initial cost of absorbing these children into the public system would be overwhelming.

The cost of textbooks is borne by the parents of children attending nonpublic schools. In isolated instances, the expense of transportation of children to and from nonpublic schools is partially shared by the local school district. In the majority of cases, transportation costs are paid for by parents.

COMMITTEE MEMBERS:

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SECONDARY SCHOOL COMMITTEE REPORT

There are ninety-eight nonpublic secondary schools in the State of Kentucky serving some 21,150 children. A more definitive breakdown of the various types is as follows:

Type	Number	Enrolled
1. District operated instructional program in a non-district operated institution or school	11	579
2. Federal Dependent Schools	3	1,845
3. Roman Catholic	33	14,446
4. Other Religion	38	2,937
5. Seventh Day Adventist	2	48
6. Private Non-Church Related	11	1,295
Total	98	21,150
Public Schools Total	320	255,297

Thus, some 8 percent of the children of the state receive their secondary school training in nonpublic schools. At an estimated cost of $1,000 per year per student, this is an annual savings to the taxpayer of $2,115,000.

In addition, should the public system have to construct buildings to accommodate these children, the cost would increase dramatically. At the rate of fifty square feet per child and a building cost of $40 per square foot, the capital outlay necessary to house these students would be $42,300,000.

These are conservative estimates and should such a burden be placed on the public system, it could not be adequately handled without seriously curtailing many of their ongoing programs.

The intent of such an analysis is to show simply the bricks and mortar benefits of nonpublic secondary education and not to mention the more intangible and far more important aspect of preserving for the parents of the children involved the freedom of choice in where and how their children are to be educated.

With this in mind, the committee wishes to make general comments and suggestions with regard to accreditation, certification, curriculum and economics as each affects the significant role nonpublic schools play in the education of the children of the state.

Accreditation. Generally, the nonpublic schools must certify to the State Department of Education on an annual basis that they, individually, provide for the children under their care a program equal or superior to that available in public education.

The committee endorses this requirement by the state feeling that it maintains and fosters constant improvement in total programs.

Certification. Under special legislation the legislature in 1970 required all teachers in nonpublic schools to hold a college degree. The committee affirms it belief that there is a valid approach to certification in that it maintains the integrity of the college degree and further enhances the flexibility of teacher assignment at the local levels.

A minority report from one member of the committee suggests that nonpublic teachers meet the education-course requirements of public teachers.

Curriculum. The curriculum in nonpublic secondary schools is designed to prepare the children to meet the goals they and their parents have set for them. Because of their size and commitment, they are capable of annual critique of ongoing programs and rapid implementation of necessary changes.

To preserve this uniqueness the committee feels that the present cooperative stance of the State Department of Education be preserved and that every effort be made to encourage such an approach by all schools.

Economics. Generally, all nonpublic schools are suffering under the heavy burden of inflation. The fact that they have been able to survive and remain viable for such a length of time is sufficient proof of their commitment.

The further fact that they have been able to "solve their problems" and continue to do a superior job of educating their charges without gigantic additional expenditures should be an object lesson that there is no "royal road" to education.

Those closely involved with nonpublic education feel strongly the lives of their children have been considerably enhanced by the experience and wish that all parents could have a choice as to where and how their children would be educated.

In an attempt to foster this wish, the committee suggests that some form of tax credit be made available to parents choosing to enroll their children in nonpublic secondary schools.

A minority report from one member of this committee objects to the use of tax monies in support of nonpublic institutions.

In addition, the committee recommends that some mode of liaison be set up between nonpublic secondary schools and the State Department of Education. One would hope such liaison would offer an opportunity to those parents in private education to have some voice in the planning and implementation of guidelines which would ensure that all of the children in the state are provided for.

In conclusion, the committee feels the nonpublic sector of secondary education is a wholesome entity in the process of educating all the children of the state and feels it should be encouraged, promoted and fostered to ensure that the children will have the option of some control over their education.

COMMITTEE MEMBERS:

William Williams
Edna Cashman
Roland Haun
Nancy Kussrow
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POSTSECONDARY EDUCATION COMMITTEE REPORT

ACKNOWLEDGEMENTS

The report of the committee on postsecondary education of the nonpublic education subcommittee of the Governor's Task Force on Education has been prepared with the expert assistance of staff members of the Education Commission of the States, the Council on Higher Education, the Council of Independent Colleges and Universities[1], and the Postsecondary Commission. In addition, thoughtful interviews and letters involving opinion and business leaders from throughout the Commonwealth have become an integral part of the report.

A special note of appreciation is tendered to Dr. Richard Jonsen, the principal investigator of the ECS task force on State Policy and Independent Higher Education, for the format of the report and indeed many of the specific passages contained herein. The similarity and in fact congruity in many points of the two reports will become evident when the ECS report is approved and published.

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[1] Where specific reference is made to data about independent institutions, it represents only those institutions holding membership in the CIKCU. This practice has been followed since aggregate data is not readily available for all institutions in the independent sector.

INTRODUCTION

As postsecondary education approaches the last two decades of the 20th Century the environment is such that increasing cooperation and planning activities involving the tax-supported and non tax-supported sectors of postsecondary education must develop if the educational needs of Kentucky are to be well met.

The reason for this probable development are:

--the impending decline in the size of the traditional college age population.

--the increasing competition for students from that age group.

--limited fiscal resources, and increased competition for them.

--potential broadening of educational functions beyond the boundaries of traditional institutions.

The improvement in planning and coordination being developed by the CHE and the CIKCU will not eliminate these problems or their underlying causes, but they may reduce them. More significantly, improved planning, coordination, and decision making can bring about the more effective and efficient use of Kentucky's resources so that, even in difficult times, students and other clients of postsecondary education will be well served at reasonable costs to the state.

One significant issue which touches upon these problems of increased competition and the wise use of limited resources is the issue of state policy(ies) in relation to independent higher education.

Public and independent higher education in Kentucky have to this point developed without significant reference to one another: the former under state auspices, support and planning, the latter largely following the separate purposes of the individual institutions and their Boards of Trustees.

With the system no longer expanding, the time when separate development of these two parts of the system was satisfactory is in the past. The independent institutions are now calling for state support of an environment in which they can continue to serve and public institutions are becoming more and more concerned over the necessity to increase the cost (tuition) of education to the consumer.

In this context, there is substantial need for the careful review and development of state policies which affect independent institutions and their relationships with public institutions.

There are no general formulas, because there are virtually no characteristics of independent institutions, or standard roles they play, which apply to all of the institutions.

There are, however, some critical questions which can provide the basis for development of policies which are appropriate in Kentucky.

These questions include:

- --what is the state interest in independent education?
- --how should independent interests and participation be included in statewide planning for postsecondary education?
- --should state support be extended to independent institutions or to their students, and if so, in what form?
- --what are the conditions of such support from a legal standpoint?
- --what are the conditions of such support in terms of accountability?

We shall attempt to address these questions in this report. Our observations and recommendations may disappoint those seeking automatic or highly specific solutions. There are none, because we must develop policies which make sense in light of our own planning, environment, legal and fiscal constraints, independent sector role and status and resources.

What we attempt is to construct a framework and a series of recommendations that will represent sound public policy and that will relate the component parts of the educational delivery system of Kentucky in a sensible way.

I. THE INDEPENDENT SECTOR AND THE PUBLIC INTEREST

A. Introduction

Education is traditionally and constitutionally a state concern. State interest in adequate and effective postsecondary education extends to all institutions which provide that opportunity whether they are under direct state sponsorship or not.

The development of effective state policy requires an awareness of this state concern, and a clear and specific statement of the state's interest in postsecondary education. It is also necessary for the role and status of the independent sector to be understood in such a way that state interest in its contribution is clear.

B. The Role and Status of Independent Higher Education

Systematic policy development requires a comprehensive understanding of the role played in a given state by the independent sector. The following discussion identifies some characteristics of the independent institutions which help to define that role.

1. General Description

Independent colleges are supported by individuals, unlike state colleges which are supported by taxes. This basic difference is the foundation for the educational variety among the independent colleges. Because these institutions are not directly responsible to the government, changes in educational policy are made on individual campuses with the involvement of the administration, the faculty, and sometimes even the students. The freedom that evolves from such campus-centered policy-making is responsible, in turn, for the variety and innovative capacity to be found among the independent colleges.

The twenty independent colleges which are members of the Council of Independent Kentucky Colleges and Universities[1] are quite diversified. Some institutions offer two year programs; some have four year programs; and some have a four year program plus graduate degree programs. Preparation for graduate work is the principal goal at some colleges, but others are career-oriented. There is also variety in the locations, the calendars, and the programs of Kentucky's independent colleges.

Just as variety may be found at all of these colleges, a number of other qualities are common to all. All are independent, privately-operated schools. All are fully accredited by the Southern Association of Colleges and Schools. All have financial aid available. And all are considerably smaller than the state supported colleges. As a result of the limited enrollment at these colleges, there is a feeling of unity among the campus residents. In this era when many young people are disillusioned with society, small classes and informal discussion goups with students and faculty provide an environment in which ethical questions can be explored in terms of the world at large while sound values are practiced in community relations.

2. Socio-Economic Composition of Students

Higher tuitions at the independent colleges and universities create the impression that their students are mostly from high income families. That impression is far from accurate. Federal and state student aid programs, as well as institutional resources are used to reduce price differences for lower income students. The full price differentials between public and independent institutions are felt only by students with relatively high family income. But students from *all* family income levels appear willing to pay *some* premium to attend independent institutions.

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[1] These institutions are singled out since CIKCU is in a position to supply appropriate data for purposes of this report.

Independent institutions play an effective role in providing access to low income students. They appear to have traditionally served such students and to be serving them in increasing numbers.

The impression that poor students attend public colleges and rich students attend independent colleges is incorrect, and misrepresents the extent to which independent institutions have been and are avenues of access for both higher- and lower-income students.

3. Degrees Granted

   The proportion of degrees granted by independent institutions is higher than their share of enrollments. Independent colleges and universities in Kentucky granted a significantly higher percentage of the total degrees awarded than their enrollments would warrant.[1]

4. Variation by Institutional Type

   Characteristics of the independent sector vary from institution to institution, and its role must be assessed in that light. The only universal characteristic of the independent sector is the nature of its governance. In other ways, there is as much variety within the independent sector as there is between the public and independent sector.

5. Church Relatedness

   Many independent institutions have denominational affiliation. These institutions, which vary greatly in the degree of funding and the expression of their church-relatedness, offer students the opportunity to pursue religious and value-oriented aspects of personal and intellectual development in a manner not available in the public sector.

6. Distinctive Values

   Emphasis upon other values than church relatedness characterizes many independent institutions. A general commitment to liberal arts, significant experimental approaches to collegiate education and specific programs of unique or notable excellence are found in independent institutions. Development of distinctive missions is facilitated by ability of independent institutions and their governing boards to chart their own course.

7. The higher tuition charged by independent institutions affect: 1) their competitive position in relation to public and other

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[1] Summary of degrees awarded attached as Appendix A.

independent institutions[1], 2) their internal finances, and 3) the benefits enjoyed by the state which result from the predominantly private sources of independent sector revenues.

Although costs (educational and general expenditures per FTE) are quite similar between the public and independent sector, tuition prices differ widely between the sectors. In 1976-77 for the four year institutions in Kentucky the difference was $1,358 and reflects a ratio of 4.2:1.

Independent institutions depend heavily on tuition as a revenue source. Tuition represents approximately 55 to 60 percent of the educational and general revenues of the average independent institution.

8. Condition

Kentucky needs to know a great deal about the role which independent institutions play in the total system of postsecondary resources. Equally important is an understanding of the condition of the independent sector.

There isn't a unanimous opinion regarding the fiscal health of the independent institutions. The judgment of economic experts varies. But detailed financial analysis of the audits and other financial documents of the CIKCU colleges reveal both favorable and unfavorable indicators.

On the favorable side,

- The independent colleges and universities seem to be enjoying fiscal stability at the moment.
- Enrollments are still rising slowly for the independent institutions after a period of significant decreases[1].
- The majority of the independent institutions appear to be balancing budgets and producing slight surpluses.
- Leaders of independent institutions are optimistic about maintenance of quality, progress and competitive strength.

On the unfavorable side,

- Several of the independent institutions appear to be losing ground financially.
- Revenues have not kept pace with inflation.

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[1] An analysis of tuition differentials and enrollment impacts is attached.

- There is heavy dependence upon gift income, an unpredictable income source.
- Decreases in constant dollar expenditures per student are more pronounced among the independent institutions than among public colleges and universities.
- Independent institutions are presently spending approximately 11 percent of Education-General budgets on "unfunded financial aid", causing cash flow problems when revenues must be diverted from other sources to cover student assistance needs.

Beyond fiscal health, other indicators of the condition of the independent sector need to be understood more clearly.

Fiscal pressures threaten quality. Much more needs to be known about the quality and distinctiveness of institutional processes and outcomes than is now the case. State policy should not ignore these kinds of available data.

C. The Basis for State Policy Toward Independent Higher Education

The foregoing discussion highlights the role played by independent higher education in Kentucky. On that basis it is recommended that: Kentucky should construct a deliberate and thoughtful policy with respect to the independent colleges and universities which serves its citizens. As a first step, the role of the independent sector must be carefully discussed and analyzed by the Council on Higher Education and the Postsecondary Commission.

The ensuing discussion will attempt to construct a framework for development of such a policy with recognition that many of the questions have been partially addressed by the legislature (KTG legislation), the CHE or other appropriate agencies. That framework should include the following questions:

- What are the general policy objectives for postsecondary education within the state?
- What is the role of independent colleges and universities and how do they contribute to the accomplishment of those objectives?
- What state policies and programs are appropriate in light of that state interest in the independent sector?

D. Objectives of Postsecondary Education Policy

State goals for postsecondary education commonly embrace these elements:

- To maintain a postsecondary education system of high quality.
- To provide the broadest possible access to that system for prospective students.

- To provide within that system a diversity of programs, mission and institutional environments as well as flexibility and responsiveness to new needs.

- To maintain this system of institutions and opportunities with the most efficient use of state revenues.

E. Role of Independent Colleges and Their Contribution to These Objectives

We have discussed general characteristics of independent colleges and universities. These characteristics can be more specifically described and analyzed, but generally, we believe that the earlier examination of independent sector characteristics indicate that the independent sector is likely to contribute to the accomplishment of state objectives in the following ways.

Access. The independent institutions contribute generally to access by virtue of the fact that they accommodate a given share of the state's postsecondary students. They are a part of the total resources for postsecondary opportunity. In some areas, independent institutions may provide the only local postsecondary opportunity. They broaden access to provide an element of choice which would be unavailable without them. Choice enriches access qualitatively, by making available to a student a range of opportunities within the scope of his or her talents or aspirations.

Quality. The spectrum of independent institutions includes those of recognized excellence, and those who perform chosen missions with a high level of commitment.

Diversity. The specialized missions, clienteles, and functions of the independent colleges and universities contribute diversity to the system of postsecondary education, including special emphasis that public higher education does not or may not offer to any great extent. Church related institutions, small liberal arts colleges, colleges for women, institutions of unusual excellence, all contribute significantly to this diversity.

Pluralism. The independent institutions are governed differently than public institutions, enhancing higher education's free market aspect, and providing a barrier to state monopoly of postsecondary education, and a buttress for the appropriate independence of public as well as private institutions.

Tax Savings. The resources of the independent sector are available to the state at a cost, in tax dollars, which is a small portion of the benefits. Even where state support for independent higher education is considerable, it generates many times the state outlay in expenditures covered by private resources. We estimate that the 17,000 plus students enrolled in the independent institutions would require $42.5-million plus in state support (at regional average figures) if they were enrolled in public institutions instead of the $1.2 million in state outlays which now support the students attending them.

Is there a consequent state interest in the independent sector of higher education? The public functions performed by the independent institutions and the cost savings to the state implicit in the provision of these public functions at mostly private expense argue for the maintenance of a viable and vital independent sector.

The national public interest in independent institutions is in fact substantiated by the many and diverse programs of sister states of direct or indirect support to independent colleges and universities.[1] These programs respond in different ways to the role played by independent institutions.

- To access and choice by providing student aid which widens the range of postsecondary choice for lower and moderate income students.
- To diversity by providing contractual support for specific programs.
- To the maintenance of distinctiveness, and quality by providing direct general support.
- To pluralism by incorporating the independent sector into statewide planning and coordination.

What state policies are appropriate for Kentucky? The general answer to this question is the overall consideration of the independent sector in state planning and coordinating of postsecondary education, and, more specifically, the development of programs of support which are appropriate to Kentucky's goals and the role and status of the independent sector. These aspects of policy are the focus of the next two sections.

II. STATEWIDE PLANNING AND INDEPENDENT HIGHER EDUCATION

A. Systemwide planning for Postsecondary Education

A 1973 Education Commission of the States report, "Coordination or Chaos" noted the challenges facing postsecondary education and observed that: "without effective cooperation, coordination and planning on state and institutional levels, postsecondary education will be in for even more difficult times."

Planning and coordination are sensible ways to insure the most effective response to societal and individual needs served by postsecondary education. As the number of traditional college-age students decreases and competition for funds increases, failure to plan and to adequately involve all sectors in planning will have increasingly adverse consequences. Of specific concern is the competition among public, independent and proprietary sectors (and among institutions in these sectors) for clientele and resources. Independent sector involvement in planning may not eliminate the unhealthy aspects of such competition. It will certainly build a network of relationships which could ameliorate the most destructive possibilities inherent in that competition, and insure that advances on the part of one sector are not made at the expense of another.

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[1] A summary of support programs in other states is attached as Appendix C.

Under such conditions, planning and decision making which ignore independent institutions and the issues which govern them may result in unnecessary duplication and insufficient use of resources.

Even planning and decision making which appear not to concern the independent sector may affect it. Decisions about public sector budget allocations, site locations, program expansion and tuition levels all have implications for independent institutions and can create resentment when the independent sector has not participated in such decisions or in the discussions preceding them. Planning and coordinating decisions must be made in as comprehensive a framework as possible.

Recommendation: Statewide planning should be concerned with issues involving the independent sector, and the independent sector should be accorded full and authentic participation in state planning and coordination, if the perspective exhibited in such planning and coordination is to be comprehensive and if the planning and coordinating activities are to produce maximum benefits for students and other clients. Full and authentic involvement means participation in discussions and decision making across a wide range of structures, issues and activities and should be clearly spelled out by the Council on Higher Education and affirmed by the legislature.

B. Planning Dilemmas

The involvement of the independent sector in statewide planning is not easily accomplished.

Statewide planning will continue to distinguish between the public and independent sectors. Differences between the extent to which the state funds the public sector and the way in which it funds the independent sector enforces this distinction, and the authority with which planning is carried out.

Only with difficulty can the independent sector be differentially involved in planning while being fully involved.

Planning should seek to enhance institutional uniqueness in mission and funding, rather than diminish it. Purely quantitative planning will not accomplish this.

Public policy about higher education needs to be comprehensive. Policies relating to independent institutions must be developed in light of their impact for public institutions just as policies toward public institutions had to consider independent sector impact.

The most significant planning with respect to independent institutions is the design of those programs which generally aid such institutions or their students. This is the subject of the following section.

III. PROGRAMS OF SUPPORT: STATE ALTERNATIVES

A. Introduction

Kentucky and other states have recognized the public function of independent higher education through programs which support those institutions and/or their students. The growth of these programs has been influenced by that recognition, by the awareness of the condition of the independent sector and by shared recognition of these factors on the part of leaders in public and independent education and state government. The effectiveness of the total postsecondary system, and the efficient use of tax dollars will benefit from periodic review of these programs and their underlying purposes, in light of:

1. The policy bases for such support and the conditions under which the operation of independent colleges and universities can be considered to be serving the state interests;
2. A detailed understanding of the role played by independent colleges and universities within the state and their relationship to the public sector;
3. Analysis of the fiscal and educational health of the independent colleges and universities and its implications for Kentucky.
4. State fiscal constraints.

In light of the foregoing and in recognition of the mission statement for the independent institutions[1] adopted by the Council on Higher Education on April 20, 1977 and concurred in unanimously by the presidents of the independent institutions related to the Council of Independent Kentucky Colleges and Universities the task force recommends that: The Commonwealth of Kentucky should make every effort to utilize the resources of the independent sector of postsecondary education to serve the needs of the citizens of Kentucky while recognizing that much of the unique value of the independent sector rests in its ability to serve private constituencies and that the Commonwealth of Kentucky embrace the principle that support of individuals or programs rather than support of institutions be the criterion for allocating public funds that may be used in the independent sector.

To accomplish these recommendations it is further recommended that the Commonwealth, through the legislature, Council on Higher Education, or other appropriate state agency adopt the following set of principles regarding the support of programs beneficial to independent education in Kentucky:

- The regionally accredited non-profit institutions in the private sector are an essential component of Kentucky's total higher education system, providing educational diversity and student choice.

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[1] Mission statement attached.

- The resources and facilities of the private sector of higher education constitute a state asset. This asset should be utilized, protected, and used where possible to eliminate the need for public funds for similar activities.

- Service to the Commonwealth of Kentucky and its citizens should be the criterion of support for programs designed to maintain the viability of the non-tax supported sector and its service capability.

- The academic programs of private institutions should be an essential component of a balanced statewide public and private higher education program and where used directly by the Commonwealth appropriate standards of accountability must be maintained.

In consonance with the recommended principles the legislative actions of Kentucky to date, the interpretations of the court, and the prior recommendations of this report programs of support affirming the principle of indirect support of independent higher education are recommended as sound public policy for Kentucky.

Illustrations of the indirect support principle which in the judgment of the Task Force should be implemented by the Legislature and the Executive branch of Government as a policy in the best interest of of Kentucky Government include:

1. Full funding of the need based state grant programs (SSIG and KTG) which accommodate qualified Kentucky applicants.[1]

2. Recognizing that all students who attend state supported institutions receive a state subsidy without regard to need, a tuition equalization program should be established by legislative action which would provide a grant to each Kentuckian who attends an independent Kentucky institution without regard to financial considerations to reduce the "tuition gap which because of the inflation and other factors is growing wider each year.[2]

3. A program that would authorize the Council on Higher Education or other appropriate state agencies to enter into contracts with independent institutions for the delivery of educational services in areas where no public facilities exist or where state funds would be required to duplicate unnecessarily programs or offerings already available in the private institutions should be enacted by the legislature and funded at reasonable levels.[3]

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[1] It is estimated that the KTG program would cost annually from $2,196,000 to $2,744,000. The variance stems from possible changes in the cost of support of full-time students in the state supported sector.

It is estimated that the SSIG program for independent students would cost annually $700,000.

[2] It is estimated that such a program, with an annual grant of $200 to each of 8,000 FTE Kentucky students would cost $1,600,000.

[3] The cost of this program would be contingent upon need and availability of funds.

APPENDIX A

Bachelors Level Degrees Awarded by Discipline Between July 1, 1973 and June 30, 1974[1]

	State	Independent	Total	Percent by Independent
Ag, Nat. Res	301	17	318	5.35
Arch & Environ Design	105	--	105	0.00
Area Studies	-	11	11	100.00
Biological Studies	362	174	536	32.46
Business, Management	1593	381	1974	19.30
Communications	226	13	239	5.44
Comp, Info Services	47.5	5	52.5	9.52
Education	2386.5	811	3197.50	25.36
Engineering	537	--	537	0.00
Fine & Applied Arts	232.5	95	327.50	29.01
Foreign Language	97	45	142	31.69
Health Professions	525	95	620	15.32
Home Economics	223.5	31	254.50	12.18
Law	1	12	13	92.31
Letters	455	234	689	33.96
Library Sciences	32	-	32	0.00
Mathematics	167.5	67	234.5	28.57
Physical Science	140	78	218	35.78
Psychology	294.5	119	413.5	28.78
Public Affairs & Services	559.5	78	637.5	12.24
Social Sciences	1231.5	388	1619.5	23.96
Theology	--	39	39	100.00
Interdisciplinary Studies	237	16	253	6.32
Total	9754	2709	12,463	21.74
FTE Enrollment [2]	74,474	13,703	88,177	15.54

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[1] Pp 1 and 2, Kentucky Colleges and Universities, Degrees Conferred 1974, Kentucky Council on Public Higher Education

[2] From Table XVI p24, Kentucky College and University Enrollments 1973, Council on Public Higher Education

APPENDIX B

TUITION DIFFERENTIALS AND ENROLLMENT IMPACTS

	TUITION			FULL TIME EQUIVALENT STUDENTS	
Fall	UK	Institutions Other**	Private Institutions***	Public Institutions	Private Institutions
1970	330	300	1,198	63,820	16,654
1971	330	300	1,283	69,032	15,475
1972	405	360	1,356	72,472	14,684
1973	480	420	1,440	71,599	13,897
1974	480	420	1,492	73,945	13,387
1975	480	420	1,563	81,796	14,200
1976	480	420	1,778	82,896	14,294

*For Instate Undergraduate Students

**Excluding U of L and UK's Community College System

***This is the mean of tuition charged at the fourteen private colleges in the years indicated, excluding Berea, which jumped from $146 in 1970 to $3,980 in 1976.

PRELIMINARY REPORT

1976-77 SURVEY OF STATE FINANCIAL SUPPORT OF INDEPENDENT COLLEGE AND UNIVERSITY STUDENTS AND DIRECT STATE SUPPORT OF INSTITUTIONS RELATED TO UNDERGRADUATE STUDENTS

	1 Total # Awards in Program(s)	2 Total Awards to Ind. Col. Students	3 % Resident FT Ind. Stud. Receiving Awd. (4/2)	4 Total $ in Program(s) (000)	5 Total $ to Ind. College Students (000)	6 Average $ Award to Ind. Col. Students (7/4)	7 Dir. Grts. to Insti. (000)	8 Average State $ per Res. Ind. Stud. (7+9/2)
CALIFORNIA								
State Scholarships	45,998	18,427	32.4	47,228	38,491	2,089		677
COG	12,783	1,576	2.8	14,036	3,823	2,426		67
Occupation Tr. Gt.	1,374	79	.1	2,006	174	2,205		3
Total	60,155	20,082	35.3	63,270	42,488	2,116		747
CONNECTICUT								
State Scholarships	2,684	456	3.6	1,964	334	732		27
High Educ. Grt.	1,329	598	4.8	427	239	400		19
Coll. Cont. Grt.	590	177	1.4	295	112	689		9
Rest. Educ. Achieve	533	187	1.5	260	150	802		12
Contract Students	3,357	3,357	26.9	2,853	2,853	850		228
Total	8,493	4,775	38.2	5,799	3,688	772		295
FLORIDA	6,447	2,773	18.5	7,038	3,038	1,096		203
GEORGIA	6,153	1,661		1,943	563	339		
ILLINOIS	90,364	35,697	51.0	68,800	44,400	1,244		634
							8,000	114
Total								748
INDIANA								
State Scholarships	15,879	5,716		14,200	7,526	1,317		
Educ. Grants	4,495	989		2,559	844	853		
Freedom of Choice	5,164	5,164		2,400	2,400	465		
Total	25,538	11,869		19,159	10,770	907		
IOWA								
Tuition Grants	7,791	7,791	50.6	9,500	9,500	1,219		617
State Scholarships	1,254	630	4.1	683	360	571		23
Total	9,045	8,421	54.7	10,183	9,860	1,170		640

	1 Total # Awards in Program(s)	2 Total Awards to Ind. Col. Students	3 % Resident FT Ind. Stud. Receiving Awd. (4/2)	4 Total $ in Program(s) (000)	5 Total $ to Ind. College Students (000)	6 Average $ Award to Ind. Col. Students (7/4)	7 Dir. Grts. to Insti. (000)	8 Average State $ per Res. Ind. Stud. (7+9/2)
KANSAS								
Tuition Grants	3,800	3,800	61.8	3,400	3,400	895		553
State Scholarships	1,300	240	3.9	630	115	479		19
Total	5,100	4,040	65.7	4,030	3,515	870		572
KENTUCKY	8,104	2,593	32.6	2,622	1,311	506		165
MARYLAND								
State Scholarships	2,061	559	7.1	1,750	605	1,082		76
Senatorial	6,044	1,158	14.6	2,610	618	534		78
Delegate	N/A	50	.6	285	60	1,200		8
							3,927	496
Total		1,767	22.3	4,645	1,283	726		658
MICHIGAN								
Competitive Scholarships	17,401	3,828	12.8	13,189	4,748	1,240		158
Tuition Grants	11,807	11,807	39.4	12,200	12,200	1,033		407
							2,300	77
Total	29,208	15,635	52.2	25,389	16,948	1,084		642
MINNESOTA								
State Scholarships	7,058	3,407	16.5	6,095	3,371	989		163
Grant in Aid	14,105	3,146	15.3	12,325	3,360	1,068		163
							3,998	194
Total	21,163	6,553	31.8	8,420	6,731	1,027		520
NEW JERSEY								
Competitive Scholarships	14,300	4,000	13.7	6,741	2,000	500		69
Incentive Grants	9,500	3,225	11.1	2,459	1,500	465		52
Tuition Aid Grants	4,817	4,817	16.5	4,500	4,500	934		155
County College Scholar.	510	60	.2	250	40	667		1
Educ. Opp. Fund	13,000	2,200	7.6	15,936	2,000	909		69
							6,000	206
Total	42,127	14,302	49.1	29,886	10,040	702		551

	1 Total # Awards in Program(s)	2 Total Awards to Ind. Col. Students	3 % Resident FT Ind. Student Receiving Awd. (4/2)	4 Total $ in Program(s) (000)	5 Total $ to Ind. College Students (000)	6 Average $ Award to Ind. Col. Students (7/4)	Dir. Grts. to Insti. (000)	Average State $ per Res. Ind. Stud. (7+9/2)
NEW YORK								
Regents Scholarships	87,300	36,317	24.8	23,800	9,901	273		68
Tuition Assistance	370,047	108,824	74.3	172,400	66,068	607		451
							37,469	256
Total	457,347	145,141	?	196,200	75,969	?		774
NORTH CAROLINA								
Contract Scholarships	7,500	7,500	33.3	4,600	4,600	613		204
Tuition Grants	22,000	22,000	97.7	4,600	4,600	209		204
Student Incentive	2,200	700	3.1	1,423	569	813		25
Total		30,200	?	10,623	9,769	?		434
OHIO	61,000	13,900	40.3	33,000	13,000	935		377
PENNSYLVANIA	112,871	34,702	46.1	66,000	29,800	859		396
							12,000	160
Total								556
SOUTH CAROLINA	6,807	6,807	50.2	7,627	7,627	1,120		562
TEXAS								
Tuition Equal. Grt.	17,760	17,760	54.0	9,000	9,000	507		274
Student Incentive	2,168	2,168	6.6	815	815	376		25
Total	19,928	19,928	60.6	9,815	9,815	493		298
VIRGINIA								
Tuition Assistance ?	8,728	8,728	63.5	3,219	3,219	369		234
College Scholarships	6,023	1,180	8.6	1,330	469	397		34
Teacher Scholarships ?	720	80	.6	325	36	450		3
Total	15,471	9,988	72.7	4,874	3,724	373		271
WEST VIRGINIA	3,370	821	24.7	1,951	956	1,164		287
WISCONSIN								
Tuition Grant	7,822	7,311	52.4	6,672	6,387	874		458
Higher Ed. Grant	16,000	700	5.0	11,600	687	981		49
Indian Student	870	114	.8	838	135	1,184		10
Total	24,692	8,125	58.3	19,110	7,209	887		517

THE INDEPENDENT COLLEGES

While all educational institutions perform the public function of educating citizens, independent institutions differ from publicly supported institutions in two significant ways. First, their governing boards are not linked directly to governmental structures by appointment or election. Second, their sources of revenue for most institutions are predominantly private sources.

Close cooperation between the independently governed, regionally accredited colleges in the private sector and the tax supported institutions is imperative if the needs of the Commonwealth are to be appropriately met. To best serve the citizens, such cooperative efforts must preserve the philosophical and historical differences which exist between independent and public education and which characterize the "dual" system of higher education. Proposals related to funding which involve direct general subsidization of independent institutions tend to weaken that distinction and as a matter of sound public policy should be avoided. There are programs which maintain the distinction and merit support. Primary among these are programs of direct financial aid to Kentucky students attending independent colleges including both the existing need-based Kentucky Tuition Grant Program and also tuition equalization grants. Others are programs of cooperation, including library and computer networks, as well as specific contractual arrangements which could include a bonding authority and low interest loan arrangements.

To facilitate effective cooperation, the independent institutions have agreed to report and inventory their programs through the Council of Independent Kentucky Colleges and Universities at appropriate intervals. These reports are being made in response to the needs of the Commonwealth to plan with adequate knowledge of programs in the independent sector. The Council on Public Higher Education recognizes that part of the value of the independent colleges lies in their diversity and independent governance and welcomes this cooperation.

Legislation should be developed that would permit appropriate agencies of the state to contract for educational services in areas of the state where specific needs are not being met or where a broader range of services could be provided by public and independent institutions working together. In order to meet the needs of students, independent institutions might expand their offerings by contracting with the Council on Public Higher Education or other appropriate state agencies to provide educational services in a cost-effective manner.

As planning, contracting, and interinstitutional cooperation processes are developed, specific advisory roles for the independent sector in the Council on Public Higher Education's policy and decision-making processes should be developed and defined. In addition, there is a need for an explicit statutory statement which recognizes the independence of the non tax-supported institutions as well as their contribution to the Commonwealth and which spells out the responsibilities and authority of the Council in involving the independent sector in its mission of coordinating higher education.

COMMITTEE MEMBERS:

John W. Frazer
Loyal Jones
E. C. Reckard
Bobbie Lee Robertson
Ben Rothstein
William Stolte

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Parent Education

The Parent Education Subcommittee spent two sessions in problem identification. Five problems emerged from these discussions.

1. Whose responsibility was it to provide parent education (beyond the parent modeling)?

2. What were the symptoms of poor or inappropriate practices in parenting (e.g. child abuse)?

3. Whose responsibility was the identification and treatment (1) of the causal results of poor parenting and (2) for the improvement of practices in parenthood?

4. What delivery system(s) exist(s) or need(s) to be developed to insure improved practices in parenting and parent education? (a special curriculum, new program, etc.)

5. Who will provide the leadership, the impetus and the money to insure improved parent education programs?

Subcommittee representatives responded to questions raised in discussions by:

1. Capitalizing upon personal and professional experience with varied expertise of the subcommittee membership.

2. Conducting complete searches of the literature for pertinent studies, programs and information sources. Searches included:

   a. ERIC - abstracts
   b. National Multi-Media Center for Adult Education - abstracts
   c. fugitive materials; studies and bibliographies from the U.S. Office of Education; Bureau of Adult Vocational and Technical Education; Office of Child Development; Office of Child Welfare; headstart; handicapped; special education and select activities and documents such as: Research and Action Inc.; Parent Leadership Training Project; the Report of the National Conference on Parent/Early Childhood Education, May, 1975; and the Congressional Record.
   d. a mass of problem specific pamphlets and publications.

3. Inviting special consultants to work with the subcommittee. Consultants were:

   Dr. Harry Snyder, Executive Director of the Council on Higher Education

   Conclusion: Higher Education and Public Education Curriculum are over extended and cannot be expected to accomodate all new areas which detract from basic education programs.

Dr. James Gladden, Sociologist, University of Kentucky

Conclusion: Parent Education is an individualistic concept and no longer a familia concept. In K-4 we should teach "worth of family"; in 5-12 we should teach interpersonal relations and interdependence - parenting instruction should permeate all curricula and not be situation specific.

Helen K. Shyrock
Home Economics Supervisor
Bureau of Vocational Education
Department of Education

Conclusion: Parenthood Education has always been taught as the subject matter area of home economics. Kentucky is strengthening practices through new efforts, curricula guides and funding in home economics parenthood education units.

Four major areas of interest and concern received special consideration and focus:

1. "Present" parent (adults and children) education needs for improved practices in parenting.

2. "Future" parent (children, youth and young adult) education needs for improved practices in parenting.

3. The implications and ramifications of poor and inappropriate child rearing practices in parenting.

4. Current educational practices in direct instruction in parent education existing services programs and delivery systems; legislative support; and an assessment of quality.

The Parent Education Subcommittee of the Governor's Task Force on Education has prepared a comprehensive series of recommendations based upon knowledge gleaned from a systematic search of the literature, the expertise of clients, consultants and representatives of a broad cross section of professionals in diverse descriptions.

The Subcommittee has come to the conclusion that there is no one "best" way to teach parenthood education. That there is no single curriculum or typical way by which schools or institutions can organize parenthood education programs. No matter what the approach,the committee hopes that theory will be amply leavened with practice and permeate all disciplines and programs.

The Subcommittee's review of existing and potential parenthood education delivery systems further substantiated multi-varied potentials essentially found among the following:
Adult Education Programs
Public Libraries
Private and Public Social Service Agencies
Community Education Program
Kentucky Educational Television Network
Postsecondary Education Curriculum
Public and Private Elementary and Secondary Education Curriculum

All of the systems listed above are influenced and supported by public and private higher education.

1. THE SUBCOMMITTEE ON PARENT EDUCATION RECOMMENDS THAT LEGISLATIVE STEPS BE TAKEN TO ESTABLISH PARENT EDUCATION CURRICULUM SERVICES (PECS) WITHIN THE DEPARTMENT OF EDUCATION. THE PECS WOULD INFLUENCE ALL POTENTIAL DELIVERY SYSTEMS IN IMPROVING PRACTICES IN PARENTHOOD EDUCATION.

Rationale and Support Material

The recommendation calls for minimum funding within the State Department of Education; sanctions and support of state, program and agency leadership; and an application or reassignment of existing resources.

Chart 1, Parent Education Enhancement Model, schematically depicts the major recommendation and the interrelations of delivery systems. The following are a detailed explanation of the interrelationships supported by single concept position papers for each of seven delivery systems and Chart 1 (page 12). Position papers establish a rationale and brief operational definition.

Explanation of Parent Education Enhancement Model (Chart 1)

The Parent Education Subcommittee (1.0) recommends to the Governor's Task Force on Education (2.0) a dual action program designed to enhance the development of parenting skills, self-confidence, and a sense of independence in fostering an environment in which their children can develop to their full potential.

The first level of action would be the promulgation of permissive legislation (3.0) leading to improved practices designed to enhance parenting and parent education programs. The second level of action, a formal or informal result of the legislation, would be the establishment of a Parent Education Curriculum Service (Consultant/Coordinator Office) (3.2) within the State Department of Education.

The Parent Education Curriculum Service (PECS) would be responsible to encourage and enhance model educational programs in parenting at two levels: For future parents (children and youth) (3.21) and for present parents (adults) (3.22).

Permissive legislation will be designed to provide the necessary sanctions and support of those agency leaders and decision leaders and decision makers (3.1) who are responsible for programs through which concepts of parenting can be advanced. Important among the many agencies are: the local education agencies; the state level authority; educational curriculum specialist; state social service agencies; the State Librarians; the regional authorities: The Area Development Districts and the regional libraries.

There are SEVEN major areas through which parenting and parent education programs can be enhanced and delivered with a minimum cost by capitalizing upon existing commitments and resources.

State level leadership would encourage parent education model program development in two major levels:
(3.21) Future children, youth, and young adult) Parent Model Programs
(3.22) Present (adult parents) Parent Education Model Programs

Both levels could be served through delivery (4.0) by four systems geared to serve all ages as well as several specialized systems:

Public and School Libraries (4.1)

Public libraries can provide special delivery systems to patrons both in libraries and in outreach programs, e.g. bookmobiles, books by mail, etc. Special collections in parenting and parent education can be made available to a variety of populations.

Public and Private Social Service Agencies (4.2)

Social agencies are diverse and vary from one community to another. Agencies represent unique delivery systems and are often very specific parent education and parenting services. These agencies serve all ages in problem solving referrals and services complementing other delivery systems in collaboration.

Community Education Programs (4.3)

Community education programs which call for maximum utilization of public educational facilities can be engaged in parent education in formal and informal programs based upon recognized community needs and problem solving related to family life, parenting and community influences. Such programs can be designed for all ages and be as creative as the leadership and the community resources permit. (See attachment 4.3 Interrelating Community Education Concepts and Services with Parent Education Needs and Programs.)

Kentucky Educational Television Network (KET)(4.4)

The KET delivery system is public and statewide. It is capable of broadcasting high quality existing material and of producing original quality parent education materials for different age groups.

Through linkages with the state universities, KET can originate and deliver on open broadcast or satellite, teacher training in parent education in many areas of curricula.

Future parent Education Model Programs are to be delivered specifically through:

Postsecondary Institutions and Programs (5.1)

Parent education could be enhanced through existing formal progams in technical, vocational community college and higher education institutions, including all informal non-formal continuing education.

Public and Private Elementary and Secondary Curriculum (5.2)

First and foremost are those opportunities available through the elementary and secondary curriculum programs: In grades K-4 emphasis upon worth of the family can be interjected throughout all phases of the curriculum. In grades 5-12 new stress places emphasis upon interpersonal competence, interdependence and individualism with information and problem solving permeating the entire curriculum with special focus in select areas, e.g. Home Economics, Health, Family.

Special workshops designed to enhance parent education in select or all areas of curricula could be encouraged through local and state educational agency authority. Model programs are to be encouraged to field test curriculum change and materials, e.g. attachment (5.21) The Advanced Health Model-Hodges) through specific workshops and in Sociology, Psychology, and Adult Education.

The Parent Education Subcommittee has deliberated intently and reviewed the status of parent education in the Commonwealth and in the nation within the constraints of time. There is a general concensus and agreement among subcommittee members that the group should be appointed as an advisory committee to the State Department of Education Parent Education.

A highly desirable delivery system specifically for those "present" parents whose needs seem to be greatest, is the Adult Education Program (6.1). The Adult Education Program is capable of providing direct and indirect instruction in areas of needed parent education as a part of basic skills instruction delivered in classes, homes, and learning centers.

All seven delivery systems identified above are supported by institutions of higher education (7.0) in formal preparation and in-service training.

Institutions are to be encouraged to strengthen parent education efforts and content curriculum service (8.0) if and when subcommittee recommendations are implemented.

4.1 INTERRELATING PUBLIC AND SCHOOL LIBRARY SERVICES AND PROGRAMS WITH PARENT EDUCATION

Public and school libraries at local, regional and state levels are to be encouraged to increase acquisitions, programs and services in all coping skills areas related to parenting and parent education for all age groups.

RATIONALE:

Librarians have had a long and deep commitment to adult and continuing education. Their support of reading activities for children, young adults and adults is implicit in their public responsibility and mandate and in their professional organization - the American Library Association. The effort insures the delivery of user oriented library and information services to all -- "delivery" as well as "access" to all people. Although goals do not emphasize direct intervention and instruction in the use of information and library resources, such activities may be implied. The development of library networks and systems enables all libraries to broaden and extend services and intervene directly in the community's parent education effort.

The library should serve as an information source about parenting. It can assemble and interpret materials (print and non-print), develop an information and referral service, and collaborate with other agencies. School libraries should have an abundance of materials designed for future parents, and public libraries in virtually every community can be encouraged to obtain new materials for children, youth and adults for both the future and the present parent.

Libraries can be resource centers for professionals as well as for clients and can assist in the recruitment of clients to formal and informal parent education programs.

Libraries as public facilities, including community school library facilities, have space and physical facilities which should be used to the maximum in special programming which could include parent education. Libraries also have unique delivery systems of outreach programs and services including: revolving collections; bookmobiles; books by mail; etc. which serve different segments of the population and which can be especially useful in the delivery of parent education materials.

Librarians have funds for the purchase of a variety of materials and with special encouragement might invest in a variety of coping skills materials in parent education and parenting. Librarians can place their skills and knowledge, their science of evaluation, organization, and interpretation of reading and audiovisual media at the services of others dealing with relevant parent education programs for present and future parents.

4.2 INTERRELATING THE SERVICES OF PUBLIC AND PRIVATE SOCIAL SERVICE AGENCIES AND PARENT EDUCATION PROGRAMS

The Parent Education Subcommittee recommends to the Governor's Task Force on Education that improved parenting and concepts of parent education be given increased emphasis among all appropriate public and private social service agencies. Most of the social agencies are already engaged in related information and referral services. The Subcommittee suggests that specific implementation and rationale be developed through collaborative meetings with inter-agency representation. The Subcommittee membership suggests that should its' recommendations be implemented, representatives of major social service agencies be appointed to the Advisory Committee to the Parent Education Curriculum Service of the State Department of Education (3.2) and (8.0)

Some samples of the potential community social service agencies are noted below:

1. Health Services: Local public health agency, maternal and child clinics, hospitals, visiting nurse associations, well baby clinics, health maintenance organizations, medical schools, etc.

2. Social Services: Local department of social services or public welfare, family service agency, child welfare agency, family counseling programs, etc.

3. Mental Health: Neighborhood mental health centers, mental health clinics, associations of psychiatrists, psychologists or psychiatric social workers, private mental health associations, etc.

4. Educational Services: Public School system or district, local public or private schools, adult education, vocational and/or basic education departments, community colleges, universities, high schools (particularly those with courses in early childhood education or education for parenthood), Parent-Teacher Associations, literacy councils, reading councils, volunteer tutoring programs, recreation departments, etc.

5. Services for Handicapped: Associations for retarded children, speech and hearing clinics, Easter Seal Programs, programs serving the blind, deaf, or crippled, Bureau of Education for the Handicapped funded programs, state crippled children's agencies, etc.

6. Day-Care Services: Federal or privately funded day care centers, community coordinated child care (4-C) councils/committees, local day-care associations, day-care divisions of departments of welfare, etc.

7. Human Services delivered through sponsorship of federal or local government: CAA Neighborhood Services Centers, human resource departments and human relations programs, community services departments, employment and career counseling or training programs, manpower programs, model cities.

4.3 INTERRELATING COMMUNITY EDUCATION CONCEPTS AND SERVICES WITH PARENT EDUCATION NEEDS AND PROGRAMS

The Parent Education Subcommittee recommends to the Governor's Task Force on Education that improved parenting and concepts of parent education be given increased attention, emphasis and momentum by interrelating the growing community education and parent education programs and services. The community education process and program development would enable communities and individuals to consider parenting and parent education needs in formal, non-formal, and non-traditional activities.

RATIONALE:

In 1974, the Federal government enacted the Community Schools Act in the Amendments of 1974 to the Elementary and Secondary Education Act in a program of grants to local and state educational agencies to assist in planning, establishing, expanding and operating community education programs.

> "Section 405 (b) In recognition of the fact that the school, as the prime educational institution of the community, is most effective when the school involves the people of that community in a program designed to fulfill their educational needs, and that community education promotes a more efficient use of public education facilities through an extension of school buildings and equipment, it is the purpose of this section to provide educational, recreational, cultural, and other related community services in accordance with the needs, interests, and concerns of the community, through the establishment of the community education program as a center for such activities in cooperation with other community groups."

The Commonwealth of Kentucky was one of the states awarded first and second year grants under the Community Education Act. The State also ranked highest among states in the number of local educational awards. The growth of community education in Kentucky has been remarkable with at least sixty local school districts operating and advancing community education concepts and programs.

The involvement of great numbers of community representatives of all ages in informal and formal programs based upon common concerns, interests, and goals represents a natural communications system and vehicle through which improved practices in parenting can be considered, taught, recognized, and dealth with in community problem solving.

Most community education programs are a function of the school and the community through an advisory committee with interagency collaboration. Parent education activities and programs should be a major community concern.

State and local community education leaders are to be encouraged to identify community needs and interests, training programs, materials, and leadership to advance and promote parent education and problem solving.

4.4 INTERRELATING THE KENTUCKY EDUCATIONAL TELEVISION NETWORK SERVICES AND PROGRAMS WITH PARENT EDUCATION

The Parent Education Subcommittee recommends to the Governor's Task Force on Education the deliberate explanation of parent education programming utilizing all media (press, radio and television). The Kentucky Educational Television Network "KET" represents a unique and important Kentucky asset with great technological potential to deliver parenthood education.

The Kentucky Educational Television Network is a state-wide, public television broadcast system serving the Commonwealth of Kentucky with the unique capability of broadcasting parent education information and programs for children and youth (future parents) and for adults (future and present parents) into virtually every home in the Commonwealth. Direct linkage can be developed between KET and educational systems and students (e.g. work assignments). Other capacities of KET include the potential for the provision of teacher training through the same network and/or direct linkages through state universities and satellite delivery.

RATIONALE:

KET is a public educational broadcasting system mandated to serve the educational and cultural needs and interests of the Commonwealth. The Kentucky Educational Television Network is capable of obtaining (rental and purchase) prepared programs related to a great variety of coping skills in parenting and parent education for both present and future parents. The Network has facilities and manpower to create and produce original high quality television productions in parent education. Because the KET Network is state-wide and devoted to the educational enterprise, it is possible that in-service teacher training in a variety of disciplines could be produced and broadcast for elementary and secondary teachers to enhance parent education and parenting instruction. KET is unique in other potentials of delivery with direct linkages with the Appalachian Regional Commission Satellite delivery system.

5.1 INTERRELATING POSTSECONDARY EDUCATION AND PARENT EDUCATION PROGRAMS

The Parent Education Subcommittee recommends to the Governor's Task Force on Education that Parent Education in technical, vocational, community college, higher education and community educational programs be encouraged to incorporate into their present curriculum, information regarding present and future parents.

RATIONALE:

In many cases students of postsecondary education are already parents or are soon to be parents. These institutions of learning would have a ready access to a substantial number of the state's parents.

In technical, vocational and community college institutions, informational materials on parenting could be delivered through related classes in the trades and technical institutions and through elective and required courses at the college level including all continuing education activities.

A coordinated effort would be necessary to efficiently utilize instructional materials already developed and to construct education information needed, but not available.

There are 14 vocational and technical schools, 12 community colleges, and 20 institutions of higher education available which could assist in the delivery of parent education. Business and industry participate in and provide programs in continuing education. Such a system could be solicited to further expand the parent education program. Segments of training that relates to parenting should be included in programs pertaining to public relations, communications, and various other human development programs.

Bureaus and divisions within the State Department of Education are staffed with curriculum development units capable of supplying and aiding the parenting educational service. The delivery system involving the post-secondary education system could and would have a substantial role in providing parent education in the State of Kentucky.

5.2 INTERRELATING ELEMENTARY AND SECONDARY EDUCATION CURRICULUM AND PARENT EDUCATION THROUGH THE ENHANCEMENT OF THE SECONDARY HOME ECONOMICS CURRICULUM

The Parent Education Subcommittee recommends to the Governor's Task Force on Education that improved parenting and concepts of parent education be given increased emphasis through the secondary home economics curriculum of public and private schools.

RATIONALE:

Parenthood education is included in the occupation of homemaking as mandated by the Education Amendment of 1976, Title II, Vocational Education, Consumer and Homemaking Education, Section 150 (b).

The consumer and homemaking part of the Kentucky State Plan for Vocational Education includes a five year goal to provide offerings in parenthood education for students at the secondary, postsecondary and adult levels. (Section 5.0.1 contains a budget line item which is being used to develop, field test, and print curricular materials in Parenthood Education.)

The Home Economics Unit of the Bureau of Vocational Education and the Kentucky Association of Home Economics Teachers have objectives emphasizing the promotion of Parenthood Education.

The vocational home economics teachers have minimum certification requirements of eight hours in Family Relationships and Child Development, and Parenthood Education is already a part of regular home economics courses throughout the Commonwealth.

State and some local changes in curriculum guides are being developed in home economics enhancing instruction in parenting in specific units.

The techniques of change, modeling and curriculum materials and guides developed through the home economics curriculum should help to energize other facets of elementary and secondary curriculum - particularly in those populations who may never be involved in home economics courses.

6.1 INTERRELATING THE SERVICES OF ADULT EDUCATION AND PARENT EDUCATION PROGRAMS

The Parent Education Subcommittee recommends to the Governor's Task Force on Education that improved parenting and concepts of parent education be given increased emphasis on existing and future State Adult Education Programs through the provisions of : (1) parent coping skills curriculum and information materials and (2) periodic pre-service and in-service training of adult education instructors in general parent education materials and in situation specific problem solving related to needed parent education and information.

RATIONALE:

Since the mid-sixties, the Federal Government has funded state and local adult education programs under the auspices of the Adult Education Act of 1966 (as amended) - the Adult Education Act is a part of the Elementary and Secondary Education Act.

> "Section 302 Statement of Purpose. . .It is the purpose of this title to expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens."

"Adult" means any individual who has attained the age of sixteen.

"Adult Education" means services or instruction. . .(for adults who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education and are not currently required to be enrolled in schools.")

Some 850,000 adults in the U.S. are currently engaged in basic adult education literacy programs with emphasis upon adult performance level literacy. Parenting can be an index of performance. The Commonwealth of Kentucky conducts adult education classes, learning centers and sends paraprofessional instructors into homes of the educationally disadvantaged.

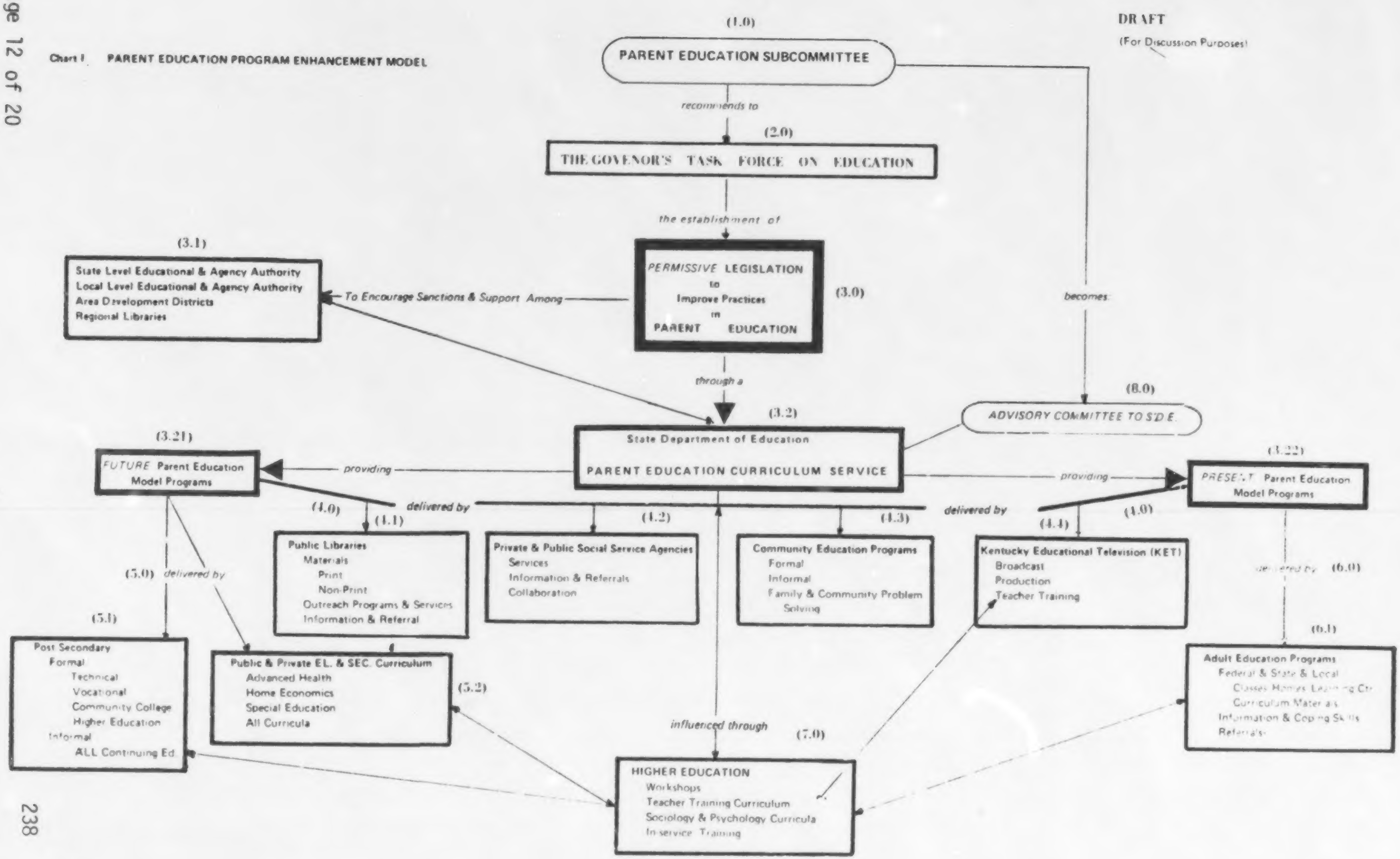
The incidence of poverty, illiteracy and lack of understanding are often reflected in poor family planning and child rearing practices. The great need for improved practices in parenting is everywhere apparent among the poor and the educationally deprived.

Since the adult education program of the Commonwealth is already providing services to the educationally deprived with the emphasis upon reading skills it seems appropriate to suggest that a variety of materials at a variety of reading levels be introduced which contain information, new knowledge related to improved practices in parenting as relevant "coping skills curriculum and information reading materials."

Furthermore, the adult education program has the trained and certified practitioner prepared for such instruction presently (continuously) engaged in in-service training. The introduction of training materials necessary to emphasize parenting and parent education would require a minimum cost and effort.

Chart I. PARENT EDUCATION PROGRAM ENHANCEMENT MODEL

DRAFT
(For Discussion Purposes)


(1.0)
PARENT EDUCATION SUBCOMMITTEE
recommends to
(2.0)
THE GOVENOR'S TASK FORCE ON EDUCATION
the establishment of
PERMISSIVE LEGISLATION to Improve Practices in PARENT EDUCATION
(3.0)
(3.1)
State Level Educational & Agency Authority
Local Level Educational & Agency Authority
Area Development Districts
Regional Libraries
To Encourage Sanctions & Support Among
becomes
through a
(8.0)
ADVISORY COMMITTEE TO S.D.E.
(3.2)
State Department of Education
PARENT EDUCATION CURRICULUM SERVICE
(3.21)
FUTURE Parent Education Model Programs
providing
(3.22)
PRESENT Parent Education Model Programs
providing
delivered by
(4.0)
(4.1)
Public Libraries
Materials
Print
Non-Print
Outreach Programs & Services
Information & Referral
(4.2)
Private & Public Social Service Agencies
Services
Information & Referrals
Collaboration
(4.3)
Community Education Programs
Formal
Informal
Family & Community Problem Solving
delivered by
(4.4)
(4.0)
Kentucky Educational Television (KET)
Broadcast
Production
Teacher Training
(5.0)
delivered by
(5.1)
Post Secondary
Formal
Technical
Vocational
Community College
Higher Education
Informal
ALL Continuing Ed.
Public & Private EL. & SEC. Curriculum
Advanced Health
Home Economics
Special Education
All Curricula
(5.2)
delivered by
(6.0)
(6.1)
Adult Education Programs
Federal & State & Local
Classes Homes Learning Ctr
Curriculum Materials
Information & Coping Skills
Referrals
influenced through
(7.0)
HIGHER EDUCATION
Workshops
Teacher Training Curriculum
Sociology & Psychology Curricula
In-service Training

5.21 ADVANCED HEALTH MODEL

DEFINITIONS

allied resources - county, state, and federal agencies established for the purpose of rendering social services to the family or any of its members. (This may include lay groups in the community.)

inner-agency council - a formal organization of all allied resources.

parenting - any or all programs sponsored by lay groups or government agencies to up-grade the child care practices of parents in the home.

RATIONALE FOR THE PROGRAM

The 1970 White House Conference on Children and Youth served to alert American educators and all Americans to the problems facing the American family unit as the first educational delivery system for the child. The report cited the following data as indicators of the magnitude of concern:

> The population continues to grow with little provisions for adequate child care and parenting education.
>
> One of every ten 17 year-old girls is a mother.
>
> Three out of four teenage marriages end in divorce.
>
> The rate of divorce is moving toward a cumulative rate of one divorce in every four marriages.
>
> One out of every five children live in a single-parent home.
>
> Over 60 percent of homocides occur within families by family members or friends.
>
> The increase in "domestic" calls to our police departments indicates severe strife and violence in marriages and families.
>
> Child abuse and neglect by parents is increasing at an alarming rate.
>
> Approximately ten percent of all school-age children have moderate to severe emotional problems.
>
> Even among marriages that are intact, they are rarely reported to be sources of personal satisfaction. Marriage and family life does not now provide the environment many adults expect or desire.

Since this meeting in 1970 the problems of the family have greatly increased, calling for steps to be taken to assist the family in some of these difficult areas. So there is no doubt for the need of parent education.

INTRODUCTION

The elements contained within this project proposal are the cumulative thoughts and efforts of the Parent Education Subcommittee of the Governor's Task Force on Education. Although this proposal by no means represents all the suggested ways of implementing parent education (parenting), it does represent a means by which it can be implemented into Kentucky's Secondary Curriculum.

This proposal contains as many of the basic concepts as the subcommittee could glean from their own personal knowledge and the knowledge of prominent authors.

The following background information is one of three paragraphs given the Parent Education Subcommittee by Don W. Stephens, Executive Director of the Task Force, to begin their work in making recommendations concerning Kentucky's direction in education in the next twenty-five years.

> "Educational research shows that when parents of school children are involved in the educational process, their children achieve better. Parents and parenting persons are important to the child's development and total educational program. This awareness of the interdependency between families and schools opens another area of service for the public schools--assisting parents in their roles as teachers and as the principle influences on their child's development and education. Another aspect of parent education is working with teenage boys and girls. At school students prepare for careers and other roles in life, but few receive any preparation for their most difficult and rewarding role - that of being a parent. Parent education is not just an information program. Providing parents with information about curriculum offerings, school system requirements, regulations, and learning processes and theories is part of parent education, but the major emphasis is in involving parents in their children's learning and teaching the parents parenting skills, techniques and processes."

Although the need exists, opinions differ on how to best proceed with parent education and still retain the dignity of the family. At one polarity Steven L. Schlossman of the University of Chicago concludes in the August, 1976 issue of the Harvard Educational Review, "Parent education must not be allowed to become a new educational panacea in our political rhetoric." At the other polarity there are many who advocate political government intervention into the family situation.

There must be a mid-point that will assist the family unit educationally, preserve its freedom, and still solve some of the many problems our American family encounters. Burton White, noted early childhood educator and Director of the Harvard Graduate School of Education's Preschool Project stated: "I think there has been a kind of assumption in the minds of some people that the way children get educated is through contact with a professional in a classroom or a center. I do not think that is the way it is going to happen, and I do not think that is the way it should happen. I think the way it is going to happen is through the family as the first educational system, rather than through a developmental day care center."

The two greatest educational institutions are the family and the school. "Parenting in Health" proposes a way in which the family can still remain the primary educational institution, and the school in close communications with the family, will act as a catalyst for change in helping parents with family problems, especially in the area of health.

This proposal does not advocate new institutions, but proposes to link together existing ones. The key element in this proposal is the liaison person who will seek to reach this goal. This liaison person is one whose profession is already a part of the Kentucky Department of Education.

The following are the objectives and procedures for implementing the program:

1. All (100%) of the freshmen class will be taught Health with parents actually involved with the program. (See "Parenting in Health" Curriculum Outline)
2. All (100%) of the students will be involved in activities to improve their health and dietary habits. (See "Parenting in Health" Curriculum Outline)
3. Parent Education will be offered to all parents of freshmen, and other interested school parents. Forty percent (40%) of the parents of the freshmen will attend one or more of these meetings. (See Home/School/Community Coordinator Job Description.)
4. An inner-agency council will be established which will include representatives from eighty percent (80%) of all county agencies and at least five (5) lay groups. The function of this group will be to coordinate resources and avoid duplication of services. Meetings will be established on a monthly basis and records of each meeting will be kept.

5. An advisory council will be established. This council will be composed of five (5) parents of the students involved in the program. Meetings will be established on a monthly basis, and officers will be elected within the group. Minutes of each meeting will be kept. Other members of the council will be the project staff.

6. Parent education will be offered to all students who are married or planning marriage. At least one meeting per week will be scheduled for this purpose. The meetings will be one (1) hour in duration, and will be scheduled during school hours to insure maximum participation. (See Home/School/Community Coordinator Job Description)

7. The Home/School/Community Coordinator will visit all (100%) of the homes of the students involved in the program for the purpose of establishing a line of communication between the school and the home. Communications will be established by the mutual concern of the parents and the school for the health of the student.

Home/School/Community Coordinator
Job Description

Qualifications

A fully qualified school social worker as defined by the Kentucky Department of Education, Division of Teacher Education and Certification.

To be hired on a twelve months basis at regular teacher's salary.

Responsibilities

1. To act as a liaison for school, community and parent relations and communications.

2. To establish an inner-agency council for the purpose of coordinating agency efforts, to establish a monthly meeting time and site.

3. To establish a parent advisory council consisting of parents of those students involved in the program. It will be the function of this group to establish regular meetings for the purpose of involving the people of the community in the program, and to help mold the program to meet the educational needs of the community.

4. To offer evening classes for parents of the involved students and other parents for the purpose of learning about and discussing the following topics:

   a. family planning
   b. prenatal and infant care
   c. early childhood growth and development
   d. fathering
   e. child neglect
   f. child abuse
   g. child discipline
   h. school discipline

i. family communications on such topics as biological and sexual differences in children, reproduction--(reasoning: The family unit is the primary place to learn sex education.)

j. meal planning and its relation to children

k. junk food

l. allergic reactions to foods and the possibility of underachieving due to this

m. biocriminology "A conviction increasingly held among psychiatrists and nutritionist blame food allergies for anti-social behavior." Sci. Diag. 7/77 by T.O. Marsh

n. single parent families

6. To establish regular meetings for high school students who are married or planning early marriage to discuss the same topics as listed for the adult evening classes and to place emphasis on the following:

   a. teenage parenthood
   b. teenage marriage
   c. unwed mothers and fathers (both will be invited to participate in the classes)

Parenting in Health
Curriculum Outline

Scope

Area I Student Health Profile

rationale: Today's family is so mobile that they neglect to maintain proper records on their child's health.

project: The school will assist the family by involving students and parents together in accumulating a health profile. This profile will be retained by the family at the end of the school year for future references relating to the health of their family.

profile content:
1. birth record - including any birth problems
2. immunization reports
3. disease record
4. surgery record
5. allergy record - medical and environmental
6. current audio screening results
7. current visual screening results
8. current blood test
9. current urine analysis

Area II Hygiene

rationale: Even today in a society where cleanliness and health is stressed, little is done to actually involve school children in maintaining proper health habits.

project: Hygiene techniques will actually be taught and monitored daily, and bathroom facilities will be made available daily to insure that hygiene is practiced and not just talked about. Local physicians and health related resources will be invited to the school to show the students proper hygiene techniques.

hygiene techniques in:

1. general cleanliness
2. hair care
3. dental care--flossing and brushing
4. finger nail care

Area III Diet and Nutrition

rationale: Many school children are nutritionally starving while being stuffed with junk foods and/or improper foods. The improper diet is directly hindering their accomplishment in school.

The following areas will be taught:

1. essential amino acids and their relationship to achievement (def.--amino acids--a group of nitrogenous organic compounds found in the proteins and essential to metabolism.)

2. calories and their relation to physical well-being--Each student will keep a daily chart of his/her essential amino acids and calorie intake. A comparitive study will be done to determine if his/her eating habits are directly related to achievement. Each student will actually use his/her achievement scores as determined by the Kentucky Department of Education Testing Program. (CTBS)

3. biocriminology

4. junk foods

5. complexion's relation to diet

Area IV Family Communication

parents will be encouraged. All written assignments will be designed to be a joint effort between parent and child. The only way for parents to learn to communicate with their children is to actually do it. The following is a quote from the National Assessment of Educational Progress Newsletter: "Students have developed study skills and know a variety of useful facts; however, the idea that they could use these skills and knowledge to make their daily lives more interesting and productive is not always obvious to them." The problems in education may be traced to lack of proper application, rather than lack of teaching. "Parenting in Health" will use communication and application of learned skills to make the program a success.

Area V Home Accident Prevention

A unit will be developed in this area if time permits. Health is an eighteen (18) weeks course.

Grading

The conventional grading system, a b c etc., will not be used in this course, and students will be worked with in a manner that they will not be embarrased or alienated. If a student does his/her best and tries to improve on his/her personal health and well-being the letter "P" will be given, meaning pass. Students will not be penalized whose parents refuse to participate in the program.

Budget

The budget will include the following items:

1. salary for home/school/community coordinator
2. travel
3. auditory screening equipment
4. visual screening equipment
5. urine-sugar screening kits
6. hygiene supplies for students who cannot afford them; soap, towels, etc.
7. 35 cuticle sets
8. in-service for teachers to coordinate their efforts with the program

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Postsecondary Education

1. THE 1978 GENERAL ASSEMBLY SHOULD APPROVE EXECUTIVE ORDERS 77-453 AND 77-535. THE 1978 GENERAL ASSEMBLY SHOULD FURTHER PROVIDE FOR THE APPOINTMENT OF A COMMITTEE TO STUDY THE WORKING STRUCTURE OF THE DEPARTMENT OF EDUCATION AS MANDATED IN EXECUTIVE ORDERS 77-453 AND 77-535. THIS COMMITTEE SHOULD REPORT TO THE APPROPRIATE INTERIM COMMITTEE PRIOR TO THE 1980 SESSION OF THE GENERAL ASSEMBLY AS TO THE NEED FOR FURTHER CHANGES IN THE ORGANIZATION OF THE DEPARTMENT OF EDUCATION.

   It is suggested that this committee should be composed of an equal number of members from the following: Members of the Legislature, nominees by the Superintendent of Public Instruction, and members from this committee. Members should be representative of all areas of education - primary and secondary, vocational and higher education.

2. OCCUPATIONAL PROGRAMS SHOULD ASSUME AND VERIFY THAT INCOMING STUDENTS HAVE PREPARATION IN BASICS AND, IF NOT, PROVIDE PROGRAMS OF REMEDIATION.

3. OCCUPATIONAL PROGRAMS BEING PLANNED IN THE FUTURE SHALL BE FLEXIBLE AND ADAPTABLE SO AS TO MEET THE INTEREST AND ASPIRATION OF THE INDIVIDUAL STUDENTS AND AT THE SAME TIME MEET JOB MARKET DEMANDS.

4. NO NEW BUILDINGS WILL BE CONSTRUCTED TO HOUSE NEW PROGRAMS UNTIL AN EXTENSIVE AND DETAILED EXAMINATION OF ALL EXISTING BUILDINGS OWNED BY THE CITY OR COUNTY HAS BEEN MADE TO DETERMINE IF RENOVATION COULD BE DONE WITH LESS COST. ALL NEW AND RENOVATED BUILDINGS MUST BE PLANNED TO PROVIDE FOR GREATER DIVERSITY OF PROGRAMS AND BETTER UTILIZATION OF SPACE.

5. NECESSARY REGULATIONS AND OR STATUTES SHOULD BE CHANGED TO ALLOW FOR EXPEDITING THE SETTING UP OF TRAINING PROGRAMS FOR MANPOWER TRAINING. SPECIFICALLY, THE FOLLOWING NEED CONSIDERATION:

   A. GREATER ALLOWANCES FOR PURCHASING MATERIALS AND SUPPLIES.

   B. POSSIBILITY OF STOCKING OF COMMONLY USED ITEMS IN A CENTRAL LOCATION FOR USE IN ANY STATE OPERATED PROGRAM.

   C. GREATER FLEXIBILITY IN ACQUIRING HOUSING FOR PROGRAMS (LEASE, RENT, ETC.).

   D. RELAXATION OF CERTIFICATION REQUIREMENTS FOR EMPLOYMENT OF TIME LIMITED FEDERALLY FUNDED INSTRUCTORS.

6. OCCUPATIONAL TRAINING PROGRAMS HAVE ONE MAJOR GOAL - TO PREPARE INDIVIDUALS FOR GAINFUL EMPLOYMENT IN OCCUPATIONAL DIRECTLY RELATED TO THE KNOWLEDGE AND SKILLS ACEQUIRED IN THE TRAINING PROGRAMS.

THESE PROGRAMS SHOULD BE CONTINUOUSLY EVALUATED. IN ADDITION, AN ANNUAL REPORT SHOULD BE PREPARED FOR EACH PROGRAM ADDRESSING, BUT NOT LIMITED TO, THE FOLLOWING FACTORS.

A. QUALITY OF PROGRAM.

B. RELEVANCE OF PROGRAM IN TERMS OF PRESENT AND FUTURE JOB OPPORTUNITIES.

C. PLACEMENT OF GRADUATES. THIS SHOULD INCLUDE A ROSTER OF NAMES OF THOSE COMPLETING THE PROGRAM, THEIR POSITIONS AND EMPLOYERS, AND THEIR ENTRANCE SALARIES (EXPRESSED IN RANGES).

D. ANNUAL FOLLOW-UP OF GRADUATES. EACH GRADUATING "CLASS" SHOULD BE FOLLOWED UP, ANNUALLY, TO:

   (1) IDENTIFY THEIR POSITIONS IN RELATIONSHIP TO THE GOALS OF THE OCCUPATIONAL PROGRAM.

   (2) IDENTIFY EMPLOYER.

   (3) IDENTIFY CURRENT SALARIES (EXPRESSED IN RANGES).

The above recommendation applies to all post-high school occupational programs of less than baccalaureate level, including the federally funded job training programs for the unemployed and the underemployed. The annual report should be prepared on a fiscal year basis (July 1-June 30) and filed with the State Board for Occupational Education not later than December 1 following the end of the fiscal year.

7. THE NAMES AND SOCIAL SECURITY NUMBERS OF ALL INDIVIDUALS ENROLLING IN FEDERALLY SUPPORTED JOB TRAINING PROGRAMS FOR THE UNEMPLOYED AND UNDEREMPLOYED SHALL BE PLACED ON A COMPUTER RECORD FOR FUTURE REFERENCE. THE NAMES OF ALL INDIVIDUALS APPLYING FOR ADMISSION TO SUCH A FEDERALLY SUPPORTED JOB TRAINING PROGRAM SHALL BE CHECKED AGAINST THE COMPUTER RECORD. A COMMITTEE OR AGENCY SHOULD BE GIVEN THE AUTHORITY TO REFUSE ADMISSION OF AN INDIVIDUAL TO A TRAINING PROGRAM IF THE INDIVIDUAL HAS PREVIOUSLY COMPLETED A TRAINING PROGRAM. AN APPEALS PROCESS SHOULD BE ESTABLISHED TO PERMIT SUCH AN INDIVIDUAL AN OPPORTUNITY TO EXPLAIN WHY HE OR SHE IS UNEMPLOYED OR UNDEREMPLOYED, EVEN AFTER COMPLETING A PRIOR TRAINING PROGRAM. THE FACT THAT A JOB RELATED TO THE PRIOR TRAINING PROGRAM IS NOT AVAILABLE IN THE COMMUNITY OR COUNTY IN WHICH THE INDIVIDUAL RESIDES SHOULD NOT BE REGARDED AS ADEQUATE REASON FOR UNEMPLOYMENT AS LONG AS JOBS OF OTHER TYPES ARE AVAILABLE WITHIN THE REGION.

8. LOCAL PROGRAMS AND COUNSELING SHOULD BE PROVIDED FOR PERSONS IN NEED OF TRAINING IN HOUSEHOLD MANAGEMENT, NUTRITION, CONSUMER EDUCATION, BUDGET MANAGEMENT AND OTHER AREAS FOR PREPARATION TO OPERATE THEIR OWN HOME OR TO PROVIDE SUCH SERVICES FOR HIRE.

9. INSTITUTIONS OF HIGHER EDUCATION SHOULD BE STRONGLY ENCOURAGED TO DEVELOP METHODS AND PROCEDURES THROUGH WHICH ACADEMIC CREDIT MAY BE AWARDED TO STUDENTS COMPLETING NON-COLLEGIATE POSTSECONDARY EDUCATIONAL PROGRAMS. SUCH PROCEDURES MAY INCLUDE, BUT NOT BE RESTRICTED TO, ARTICULATION AGREEMENTS BETWEEN INSTITUTIONS AND OPPORTUNITIES FOR STUDENTS TO EARN CREDITS THROUGH CHALLENGE EXAMINATIONS.

10. STATE FUNDS APPROPRIATED FOR BUREAU OF REHABILITATION SERVICES SHOULD BE SUFFICIENT TO ALLOW KENTUCKY TO RECEIVE ALL AVAILABLE FEDERAL FUNDS FOR WHICH KENTUCKY IS ELIGIBLE.

Rationale

The subcommittee on Postsecondary Education has focused its attention on educational programs,and problems and opportunities related thereto, that are considered to be postsecondary but less than baccalaureate level, and that are designed to prepare individuals for gainful employment. More specifically, the focus is on those programs for high school graduates, or for those who have quit high school, who seeks occupational preparation in a variety of settings - in state postsecondary vocational and technical schools and their extension centers, in proprietary schools, in private and state supported colleges and universities offering associate degree programs, and in a morass of federally funded job training programs for the unemployed and underemployed. The position statements outlined below provide a frame of reference for the subcommittee's specific recommendations:

1. The public school systems of Kentucky have the responsibility of offering educational programs at the elementary and secondary levels to prepare individuals for productive and effective citizenship in a society that is increasingly mobile and complex. The products of this system need to understand the major social forces which will impinge upon their lives and be able to respond intelligently to these movements. Fundamentally, they need to be able to read, write, and speak in an effective manner. These and other competencies should be developed to such a level, and so certified, that the student is adequately equipped to seek a job, to enter a postsecondary occupational program, or to pursue a higher education.

2. Every able-bodied Kentuckian of working age should have a job whether it be as a homemaker, self-employment, or employment in the private or public sectors. Occupational training programs are in most cases readily available for those who are not prepared or who wish to upgrade their preparation. A system of rewards should be developed for attracting the able-bodied but unemployed into productive employment, even if this means relocating to communities where jobs are available. Conversely, there should be no rewards for those of working age,

who are able-bodied, and who choose not to become working, productive members of our society.

3. For a number of decades this nation, through a variety of public laws, has provided to the states federal funds for job training programs for the unemployed and the underemployed. In most cases a subsistence allowance is provided for the trainee. Such programs are clearly related to the issues stated in (2) above. *The overriding goal of these programs must be regarded as preparing individuals for employment* and the welfare component as an incidental but necessary element. Applicants should be carefully screened for these programs and accepted or rejected based upon their abilities and motivation to prepare themselves. Careful follow-up studies should be made of all who enter such programs, of those who dropout prior to completion, and of those who complete the programs. Longitudinal studies should be made of the work histories of individuals completing these programs. Accurate placement records should show the percentage of graduates placed in jobs appropriate to the goals of the training program. In addition, carefully developed cost-benefit studies should be conducted to provide, among other data, the cost per graduate of each program, including applicable overhead costs.

4. While the subcommittee is concerned with postsecondary occupational education, we are disturbed that higher education is receiving unnecessary and unfair criticism because *some* college graduates do not immediately secure jobs related to their fields of preparation. The fact that most of them do secure appropriate employment is often ignored. Critics should be reminded that all graduates of postsecondary occupational programs do not find immediate employment.

   The subcommittee sees no conflict in the goal of strengthening both higher education and those institutions that have the primary purpose of offering postsecondary occupational programs. More students, not fewer, should be encouraged to seek a higher education. The percentage of Kentucky high school graduates seeking a higher education is sharply below the national average. The subcommittee believes that this percentage should equal or exceed the national average.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Program Accountability

The Program Accountability Subcommittee of the Governor's Task Force on Education met six (6) times at the Kentucky State Capitol in Frankfort, with a quorum present for each meeting.

The one major problem assigned to the subcommittee was whether the Kentucky General Assembly should enact an educational accountability law in 1978 or sometime in the future. The subcommittee was asked to study the matter and make recommendations.

To address the general problem, the subcommittee heard speakers; obtained information from other states which have accountability laws or systems; received discussion from committee members; asked professional educators their opinions on educational accountability; were provided with written materials on the theory and practice of accountability; and, heard a report from the subcommittee chairman who visited three states which have educational accountability systems and reported back to the subcommittee.

Among the speakers to the group were: Dr. Lyman Ginger, Dr. Arthur Cotterill, and Dr. Lynn Fluegge. Each drew upon his experience as a professional educator as well as making a report including observations of accountability systems in six states. The states which the three visited earlier this summer were Oregon, Colorado, California, Virginia, Georgia and Florida.

Dr. Don VanFleet, with the State Department of Education, spoke at some length about educational accountability in general and what the State Department of Education is doing toward educational accountability in particular. He reported that a measure of accountability is being implemented by the Department and that the first assessment program will begin next year under this new program.

The major concern of our group was whether the adoption of accountability legislation would improve education in Kentucky. We agreed at our first meeting that our major concern was the Kentucky school child and the quality of the educational opportunity offered to him.

We were also concerned about who should be held accountable. At the outset, we agreed that it was not the purpose of this subcommittee to develop a system by which teachers were to be employed and terminated. Instead, we approved of a shared accountability concept. Our subcommittee shared the view of the Mid-Atlantic Interstate Project, a study Kentucky has been involved with for a number of years, which defined shared accountability as the "mutual acceptance of responsibilities for bringing about, and reporting on, specified student outcomes." We agreed that the following individuals or groups have differing responsibilities under the shared accountability concept.

1. Governors
2. Legislatures
3. State and local boards of education
4. Chief state school officers, and state departments of education
5. Administrators
6. Teachers
7. Students
8. Parents

The subcommittee adopted a position statement by Maurice D. Bement, then the Executive Director of the Kentucky School Boards Association, as a working guideline in regard to shared accountability.

We also divided our subcommittee into four sub-groups and studied the roles of parents, students, teachers and administrators in educational accountability.

Another major concern was how to measure accountability. Allowing for the human factor involved in testing school children, we realized the difficulty in preparing a standardized examination which would accurately measure each child in the state. We agreed that an examination should be a part of student assessment, but not the entire measurement process.

Another area of concern was the term "accountability." Most found it vague and objectionable. In the final analysis we decided to use another term for proposed legislation rather than to use the term "accountability."

The subcommittee directed the chairman to prepare an opinionnaire to poll the group upon the directions of its final recommendations. The chairman enlisted help from Dr. Lyman Ginger, Dr. Lynn Fluegge, and Dr. Arthur Cotterill in preparing the opionnaire. The resulting quesionnaire consisted of 23 questions and touched on the major topics we had discussed in subcommittee meetings. Thirteen of the seventeen members completed the opionnaire, which was mailed to each member of the subcommittee.

The items appearing on the opionnaire and the responses are displayed below:

1. Do you favor the enactment of an accountability law by the legislature?

   Yes - 4 No - 6

2. Do you favor the enactment of an education improvement act by the legislature?

   Yes - 10 No - 0

3. If one or the other is enacted, do you favor having a statewide advisory committee, broadly representative, made up of teachers, administrators, and parents?

   Strongly favor - 8 Approve - 3 Reject - 1

4. Would you favor having a school system advisory committee at the system level, made up of teachers, administrators, and parents?

   Strongly favor - 8 Approve - 3 Reject - 1

5. Would you favor having a building advisory committee, at the building level, made up of teachers, administrators and parents?

   Strongly favor - 5 Approve - 4 Reject - 3

6. Would you favor a statewide testing program for all students in grades 3, 5, 8, and 11, this program to be a norm reference test to determine the academic level of achievement at those grade levels?

   Strongly favor - 6 Approve - 6 Reject - 0

7. In addition, would you favor a competency based test, given at the same grades, with the items developed by universities, teachers, administrators, and supervisors, and with items applicable to these grades and for Kentucky?

   Strongly favor - 7 Approve - 5 Reject - 0

8. If the statewide tests are administered, would you favor:

Giving results to each system?	Yes - 8	No - 0
Publishing results in each system?	Yes - 3	No - 5
Publishing results statewide?	Yes - 4	No - 7

9. Do you believe that funds should be supplied to employ sufficient staff to develop, administer and interpret the results?

   Strongly favor - 5 Approve - 4 Reject - 1

10. Do you favor using (or modifying) the statewide goals for education?

    Strongly favor - 5½ Approve - 3½ Reject - 1

11. Would you favor having a statewide system of inservice education for all advisory committees and school personnel to acquaint them with statewide goals?

    Strongly favor - 8 Approve - 2 Reject - 2

12. Do you favor developing (within the general framework of state goals) competency (performance) based goals for each system?

    Strongly favor - 6 Approve - 3 Reject - 2

13. Do you favor developing (within the general framework of state goals) competency (performance) based goals for each building within the system?

    Strongly favor - 3 Approve - 4 Reject - 4

14. Do you favor a statewide competency (performance) test for high school students which, if passed, would permit a student to receive a high school diploma before completing 18 credits?

    Strongly favor - 5 Approve - 0 Reject - 7

15. Do you favor the establishment of a competency (performance) based program of pre-service education of teachers? This program to be developed by colleges, State Board of Education and State Department of Education, and the Council on Teacher Education and Certification. Original certificate to be issued on demonstrated competency.

    Strongly favor - 6 Approve - 4 Reject - 2

16. Do you favor the establishment of a competency (performance) based program of graduate education of teachers, with certificate to be issued on demonstrated performance and renewable upon improvement of performance as developed by colleges, State Board of Education and State Department of Education, and Council on Teacher Education and Certification?

    Strongly favor - 5½ Approve - 2½ Reject - 3

17. Do you believe that each system should report to the State Board of Education annually and/or should the State Board of Education cause to be created a system which requires annual reporting and compilation of results?

    Strongly favor - 6 Approve - 6 Reject - 0

18. Do you believe that the state should allocate funds to the Department of Education for the purpose of providing remedial services where deficiencies are demonstrated (competency test which indicates need). These funds to be allocated to the local school system to provide remedial teachers and programs.

    Strongly favor - 8 Approve - 2 Reject - 0

19. Do you favor having each school system develop and amend annually a plan for the improvement of education in each system as revealed by the test results?

    Strongly favor - 9½ Approve - 1½ Reject - 1

20. Do you favor the State Board of Education, through the State Department of Education, develop a system (a plan) for the state to administer and implement the act?

    Strongly favor - 7 Approve - 3 Reject - 2

21. Do you favor having a statewide program of inservice developed by the State Department of Education and the State Board of Education for inservice improvement related to the needs in each system?

Strongly favor - 7 Approve - 3 Reject - 0

22. Do you favor allocating all federal funds, permissible under Title I and Title IV C, to the specific program for educational improvement under a state plan for improvement?

Strongly favor - 6 Approve - 3 Reject - 1

23. Do you favor adding to accreditation standards so that accreditation will be granted based on standards of quality or percentage of students at or above competency standards, holding power of the school, how many books and magazines read, adequacy or local plans and efficiency and effectiveness of teacher, parent, pupil involvement?

Strongly favor - 5 Approve - 1½ Reject - 4½

RECOMMENDATIONS

1. THE SUBCOMMITTEE ON PROGRAM ACCOUNTABILITY RECOMMENDS THAT IF THE QUESTION ON THE CONSTITUTIONAL CONVENTION IN NOVEMBER IS DEFEATED, THE NEXT SESSION OF THE LEGISLATURE SHOULD BE SOLICITED TO PUT THE QUESTION OF THE SUPERINTENDENT BEING ABLE TO SUCCEED HIMSELF ON THE BALLOT AS A CONSTITUTIONAL AMENDMENT.

2. THE SUBCOMMITTEE ON PROGRAM ACCOUNTABILITY RECOMMENDS THAT A PROGRAM BE DEVELOPED IN EDUCATIONAL IMPROVEMENT THAT INVOLVES LOCAL NEEDS ASSESSEMENT AND LOCAL DEVELOPMENT OF A PLAN WITH EQUAL PARENT, TEACHER, STUDENT, AND ADMINISTRATIVE REPRESENTATION. SUCH A PLAN WOULD BE WRITTEN AND APPROVED UNDER BROAD GUIDELINES OF THE STATE BOARD OF EDUCATION. THIS ASSUMES ADEQUATE FUNDING AND ALLOWANCE FOR NEEDED CHANGES FOR IMPLEMENTATION AND CARRYING OUT THE PLAN.

   The above motion does not mandate testing nor exclude testing for needs assessment. The plans are to be based on local needs and in accordance with State Board guidelines. Any testing should be developed for Kentucky students by Kentucky professionals.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Public Relations and Public Understanding

It is recommended that:

1. LOCAL SCHOOL OFFICIALS SHOULD MAKE EVERY EFFORT TO INFORM THE PUBLIC OF SCHOOL NEWS.
2. THE STATE DEPARTMENT OF EDUCATION SHOULD NOT SET GUIDELINES OR ESTABLISH REGULATIONS DICTATING THE PUBLIC INFORMATION PROCEDURES OF LOCAL SCHOOLS.
3. SCHOOL BOARDS SHOULD MAKE EVERY EFFORT TO INFORM THE PUBLIC OF THE AGENDA OF PLANNED SCHOOL BOARD MEETINGS.
4. PUBLIC EXPOSURE AND INVOLVEMENT IN SCHOOL ACTIVITIES SHOULD BE PROMOTED.
5. EACH SCHOOL DISTRICT SHOULD ESTABLISH (OR APPOINT) A LIAISON OFFICER(S) THAT LOCAL MEDIA CAN IDENTIFY AS NEWS SOURCES.

Rationale

The Subcommittee on Public Relations and Public Understanding met on four occasions in Frankfort. The group began its deliberations with a discussion of several questions listed in the Subcommittee booklet prepared by the Task Force staff. The questions concerned the role of public information in the local schools and the level and type of support the State Department should provide in this area. The subcommittee members agreed on two basic points: (1) that local school officials should make every effort to inform the public of school news; and (2) that the State Department should not set guidelines or establish regulations dictating the public information procedures of local schools.

Officials of the Kentucky Department of Education met with the subcommittee to disucss the current status of public information efforts in local school districts. It was learned that the Department does provide instructional materials for local schools if they wish to request them. The materials provide information on topics such as the preparation of news releases and how to work effectively with the local media.

The subcommittee also met with Mr. Harry M. Snyder, Executive Director of the Council on Higher Education. After some discussion of higher educational institutions' public information efforts, the subcommittee agreed that it should focus on public information and the public schools.

The subcommittee reviewed the appropriate sections of the Kentucky Revised Statutes to ascertain if changes or additions to law were needed (see attached). The subcommittee concluded that no changes in Kentucky law were needed at this time. Two factors led to this conclusion: (1) The open meetings law adopted recently in Kentucky provides a legal foundation for access to public meetings of school boards and other advisory groups at the local level; and (2) the development of an adequate system for informing the public of school news is procedural and attitudinal, not legal. Members of the subcommittee did voice concern that the open meetings law was not being adhered to in many instances. Without adequate enforcement, school board meetings and important pre-meeting decisions can be made without public involvement.

The subcommittee decided to collect information concerning the public information efforts of local schools. The most favored procedured called for an opinion survey of local citizens, asking questions concerning the effectiveness of efforts to disseminate school news. Realizing the impracticality of this procedure, the group agreed to question newspaper editors and school board chairmen across the state. A partial report of the survey results is attached. Surveys are being received currently; therefore, the attached results are incomplete. Written response questions will not be tabulated until mid-September.

The partial survey results and discussions of the subcommittee led to the following recommendations:

(1) School boards should make every effort to inform the public of the agenda of planned school board meetings.

The group voiced the belief that the public would be more interested in attending school board meetings if information concerning the meeting was published prior to the meeting. The open meetings law requires the announcement of meeting time and place. This requirement certainly is necessary; however, it is too limited. While school board members may not always desire public attendance at school board meetings, the group felt that it was important to make every effort to include the public in such meetings.

(2) Public exposure and involvement in school activities should be promoted.

The members voiced the opinion that parents and citizens generally should be invited into the schools at every opportunity. For example, conference days in which parents visit schools and meet with teachers were strongly endorsed by the subcommittee. Such contact serves as a positive source of information for parents. The group discussed the importance of PTA's and similar parents' associations. The subcommittee feels that such associations can be helpful sources of information dissemination; however, the structure and goals of these groups is critical. If the group is not dynamic and creative, it will not serve to inform and involve the public.

(3) Each school district should establish a liaison officer(s) that local media can identify as a news source.

This recommendation resulted from the subcommittee's belief that many newsworthy events transpire in daily school activities that would interest the public. A liaison officer in each school or at least in secondary schools would provide as the news source for local newspapers and other media. The liaison officer could provide information to local news outlets on school events, awards received by students, and other types of information that might not be reported. The subcommittee feels that local newspapers would particularly be interested in printing this sort of school news.

In summary, the subcommittee feels that local school districts should make a concerted effort to inform the local citizenry. The public should be apprised of as much school board news as possible. At the same time, citizens have a responsibility to attend meetings and take part in school events if they wish to be informed. The provision of more information about school events and school controversy may, in turn, result in increased citizen interest.

SCHOOL BOARD CHRM. (To Date) Mailed - 189 Response Rate - 34% August 26, 1977
Received - 64

GOVERNOR'S TASK FORCE ON EDUCATION
SUBCOMMITTEE ON PUBLIC RELATIONS AND PUBLIC INFORMATION

The Subcommittee on Public Relations and Public Information of the Governor's Task Force on Education is collecting information concerning the way local school boards keep the public informed and involved. The following statements are being forward to every school board chairman in the state in an effort to collect this information. Your response will not be associated with you or your district.

Thank you for assisting the Subcommittee. The information you provide will aid the Subcommittee in recommending ways to better inform Kentuckians about school issues and decisions.

SCHOOL DISTRICT ______________________ DATE ____________

I. The Subcommittee is interested in finding out how the public hears about and participates in school board meetings.

A. How do you go about informing the public of school board meetings?

49 Announcement to all local news media
2 Announcement to selected local news media
13 Press release to all local news media
1 Press release to selected local news media
2 Posters or bills
3 No effort made
6 Other (Please specify) ____________

B. On the average, how many citizens come to school board meetings?

53 Less than 25
8 26 - 50
5 51 - 100
- Over 100

C. How do citizens participate at school board meetings?

2 Observe only
22 Are allowed to speak, if they ask to be on agenda
49 Are allowed to speak without being on agenda
2 Other (Please specify) ____________

D. Please indicate how often the board holds special public meetings or hearings?

20 None in last two years
16 One a year
13 Two or three a year
14 More than three a year

E. If you have held special public meetings, please indicate the reason(s) for such a meeting.

F. List any public group(s) or organization(s) that officially advises the school board.

IX. The Subcommittee is interested in the kind of coverage and effectiveness of coverage of all school-related activities.

A. In your opinion, how does the public get most of their school-related news?

53 Newspaper
27 Radio
4 Television
13 Gossip
5 Other (Please specify) ______

B. Please indicate the level of reporting of the following. Check the most appropriate response:

	Always Reported	Usually Reported	Seldom Reported	Never Reported
Academic achievement	21 - 38%	27 - 48%	8 - 15%	-
Non-athletic school events	10 - 17%	32 - 56%	16 - 28%	-
Athletic events	37 - 65%	18 - 32%	2 - 4%	-
Faculty activities	7 - 13%	22 - 39%	26 - 46%	2 - 4%
Discipline problems	7 - 13%	12 - 22%	27 - 50%	9 - 17%
Construction-renovation	31 - 53%	22 - 38%	5 - 9%	-
School board controversy	27 - 51%	11 - 21%	12 - 23%	3 - 6%
PTA	9 - 18%	28 - 56%	11 - 22%	2 - 4%
Personnel changes	24 - 44%	22 - 41%	7 - 13%	1 - 2%

C. How would you rate the accuracy of the reporting of school-related news?

9 Very accurate
34 Usually accurate
10 Occasionally inaccurate
0 Frequently inaccurate
1 Consistently inaccurate

D. Please list, by position title only, individuals other than the superintendent or school principal who have public information duties.

E. Please list any public information techniques or activities of your district that might be of interest to other districts.

F. Please make any additional comments that might be helpful to the Subcommittee.

EDITORS (To Date) Mailed - 173
Received - 51
Response Rate - 30%

August 26, 1977

GOVERNOR'S TASK FORCE ON EDUCATION
SUBCOMMITTEE ON PUBLIC RELATIONS AND PUBLIC INFORMATION

The Subcommittee on Public Relations and Public Information of the Governor's Task Force on Education is interested in assessing the reporting of school news. Subcommittee members feel that newspaper editors such as you are in an ideal position to assist in gathering this information. Your assistance is appreciated.

Please complete the questionnaire and return it as quickly as possible. Individual responses will be kept confidential. The Subcommittee is interested only in understanding the procedures and relationships existant between school systems and the press.

EDITOR____________________ NEWSPAPER____________________ DATE__________

I. Select the category(s) that best depicts the type of news coverage your paper affords school board meetings.

47 A thorough summary of meeting proceedings are printed.
9 A feature story concerning the most important meeting events is printed.
1 A story concerning the meeting is printed if school personnel provide a press release.
1 As a rule, stories are not printed concerning school board meetings.

II. In your opinion, how well informed are local citizens concerning school board decisions?

29 Well informed
8 Usually informed
12 Informed on a few issues
5 Apathetic

III. In your opinion, how is most information disseminated in your community concerning the public schools?

51 Newspaper
13 Radio
0 Television
7 Gossip
1 Other (Please specify)____________________

IV. Various types of news categories might be greated by varying degrees of community interest. In your opinion, relate the degree of community interest to the following type news:

	Very Interested	Usually Interested	Sometimes Interested	Not Interested
Academic Achievement	13 - 25%	27 - 52%	11 - 21%	1 - 2%
Non-athletic school events	6 - 12%	24 - 46%	21 - 40%	1 - 2%
Athletic events	45 - 87%	6 - 12%	1 - 2%	-
Faculty-related information	7 - 14%	14 - 27%	25 - 49%	6 - 12%
Discipline problems	24 - 48%	16 - 32%	11 - 22%	-
School board controversy	46 - 91%	3 - 6%	2 - 4%	-
Construction-renovation	27 - 57%	17 - 35%	3 - 6.3%	1 - 2%
PTA	3 - 6%	8 - 16%	32 - 63%	8 - 16%
Personnel changes	16 - 31%	21 - 41%	14 - 27%	1 - 2%

V. Please list individuals, by title where possible, with the school system whom are your best contacts for school news.

VI. Check the appropriate designation of the school board employee with public information responsibilities.

1 Full-time public information officer
1 Part-time public information officer
40 Superintendent
8 No person identified
7 Other (Please specify)

VII. What action would you recommend to improve the ability of the local schools to keep the public informed of school news?

VIII. Additional Comments

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the
Subcommittee on Roll Back Law

1. KRS 160.470 BE AMENDED TO STATE THAT A LOCAL BOARD OF EDUCATION MUST LEVY A RATE OF NOT LESS THAN THIRTY CENTS (30¢) PER HUNDRED DOLLARS OF ASSESSED VALUATION OF PROPERTY WITHIN A FOUR YEAR PERIOD.

2. THE LOCAL BOARD OF EDUCATION HAS THE OPTION TO LEVY AN ADDITIONAL TEN CENTS (10¢) AFTER CONDUCTING A PUBLIC HEARING AS PROVIDED IN KRS 160.683 and KRS 157.565. THIS RECOMMENDATION WILL ALLOW A LOCAL BOARD OF EDUCATION TO TAKE FULL ADVANTAGE OF THE POWER EQUALIZATION PROVISION PROGRAM IN THE EVENT THE 1978 SESSION OF THE KENTUCKY GENERAL ASSEMBLY EXTENDS THIS PLAN ABOVE THE FIVE CENTS (5¢) ALLOWED FOR THE 1977-78 SCHOOL YEAR. (Page 2)

3. A PROCEDURE SHALL BE ESTABLISHED FOR INCREASING THE TAX RATE FOR MAXIMUM SUPPORT OF POWER EQUALIZATION. (Page 6)

Rationale

The Subcommittee on the Roll Back Law of the Governor's Task Force on Education was appointed by Governor Julian Carroll to study House Bill No. 1, passed by the 1966 Kentucky General Assembly. This study committee was charged with the responsibility of determining the impact that this law has on financing of public elementary and secondary education and offering recommendations that may be implemented or remedies that may be made by the 1978 session of the Kentucky General Assembly.

The Roll Back Law Subcommittee met four times in Frankfort and one time in Louisville. Written and oral reports were received from school board members, superintendents, consultants, the Kentucky Farm Bureau, and members of the subcommittee. Recommendations for correction of the Roll Back Law enigma ranged from doing nothing to removing the ceiling on property taxes. It is the feeling of the subcommittee that some equitable position other than either of these positions should be taken. It is the observation of this study committee that additional funding for elementary and secondary education beyond that recommended in this report should be provided from sources other than the ad valorem taxing system since there are more progressive taxes that can be considered.

Section 157 of the Kentucky Constitution was amended in 1955 by a vote of the citizens of the Commonwealth. At that time the maximum property tax rate that could be levied without a vote of the people was $1.50 per hundred dollars of assessed valuation of property.

In 1957, the property assessment ratio was about 40% of fair cash value. In fiscal year 1978, local tax rates varied from none in Pulaski County to $1.343 in the Lynch Independent District. (This is the effective rate after the thirty cents (30¢) required by the power equalization law was deducted from the local rate.) With the assessment ratio of 100% of fair cash value of property, it will take a local tax rate of thirty cents (30¢) to achieve equity with the rate of $1.50 and the assessment of 40% in the year 1957. Equity was determined by reviewing a study made by the Bureau of Administration and Finance, Department of Education, and data taken from NEWS, Bureau of Labor Statistics, Washington, D.C., dated May 20, 1977.

Many of the school districts have taken advantage of the provisions of KRS 68.245 and KRS 160.593 in order to raise additional local revenue for the support of elementary and secondary education programs. Under KRS 68.245, one hundred sixty-two (162) school districts in fiscal year 1967 increased their tax rates ten percent (10%) over the preceding year, and in fiscal year 1968 one hundred forty-two (142) school districts took advantage of the second year increase according to Department of Education reports. All but forty (40) school districts exercised both the first and second year options of the ten percent (10%) tax increase. Fifty-nine (59) school districts have levied the utility gross receipts tax and three (3) districts have opted for the occupation tax. In order that local school districts retain their equity with the year of 1957, the Roll Back Law Subcommittee recommends that amendments be made to (1) KRS 160.470 whereby a local board of education must levy a rate of not less than thirty cents (30¢) per hundred dollars of assessed valuation of property within a four-year period, and the option to levy an additional ten cents (10¢) after conducting a public hearing as provided for in KRS 160.603; and (2) KRS 157.565, which will allow a local board of education to take full advantage of the power equalization provisions program in the event the 1978 session of the Kentucky General Assembly extends this plan above the five cents (5¢) allowed for the 1977-78 school year.

> 160.470 School budgets, tax rate limits, how fixed; budget approval by state board of education
>
> (1) Each district board of education shall prepare a general school budget on forms prescribed and furnished by the state board of education, showing the amount of money needed for current expenses, debt service, capital outlay, and other necessary expenses of the schools during the succeeding fiscal year, the estimated total amount that will be received from the common school fund and other sources, the assessed valuation of property subject to local taxation in the school district furnished as provided in subsection (3) of KRS 160.460, an estimate made by the department of revenue of public service company assessments and assessments of other property in the school district not furnished under the provisions of subsection (3) of KRS 160.460, and the amount that will be needed to be raised by local taxation, including the rate of levy necessary to raise such an amount.
>
> (2) Notwithstanding any statutory provisions to the contrary, no district board of education shall submit a budget to the state board of education which would require more revenue from local ad valorem taxes

than would be produced by application of the maximum rate that could have been levied in the preceding year to the preceding year's assessment, exclusive of voted levies and net assessment growth as defined in KRS. 132.425, except as provided in subsection (3) of KRS 157.380. Effective July 1, 1978, notwithstanding any statutory provision to the contrary, in no case shall the tax rate permitted be less than thirty cents (30¢) which rate shall be reached in a period of no more than four years except that any local district board of education may raise its tax rate an additional ten cents (10¢) after following the provisions of KRS 160.603 as it pertains to a public hearing.

(3) The superintendent of public instruction shall certify to each district board of education, by June 1 of each year, the maximum permissible local ad valorem tax revenue. This amount shall be computed as follows:

(a) The superintendent of public instruction shall determine the total amount of ad valorem tax revenue which would be produced by application of the maximum rate that could have been levied in the preceding year to the preceding year's assessment.

(b) The superintendent of public instruction shall determine the total amount of ad valorem tax revenue which would be produced by application of the maximum rate that could have been levied in the preceding year to the net assessment growth in each school district. The net assessment growth as determined in accordance with KRS 132.425 shall be certified to the superintendent of public instruction by the department of revenue by May 20 of each year. Effective July 1, 1978, notwithstanding any statutory provision to the contrary, in no case shall the tax rate permitted by less than thirty cents (30¢) which rate shall be reached in a period of no more than four years except that any local district board of education may raise its tax rate an additional ten cents (10¢) after following the provisions of KRS 160.603 as it pertains to a public hearing.

(c) The sum of the amounts computed under paragraphs (a) and (b) of the subsection shall be the maximum permissible local ad valorem tax revenue for purposes of subsection (2) of this section, except as otherwise therein prescribed.

(4) Within three (3) days after the district board of education has received its assessment data three (3) copies of the budget shall be forwarded to the state board of education for its approval or disapproval. The failure of the district board of education to furnish the budget within the time prescribed shall not invalidate any levy made thereafter.

(5) The budget shall be disapproved by the state board of education if it is financially unsound or fails to provide for: (a) Payment of maturing principle of and interest on any outstanding voted school improvement bonds of the school district authorized and issued pursuant to KRS 162.080 and 162.090, with the written approval of the state board of education,

or (b) Payment of rentals in connection with any outstanding school building revenue bonds issued for the benefit of the independent school district or county school district, as the case may be, by the appropriate city or county as authorized and provided under the provisions of KRS 162.120 to 162.300 and KRS 58.010 to 58.140, with the written approval of the state board of education, or fails to comply with the law; and the state board of education shall state its reason, or reasons, for such disapproval. In such event the district board of education shall amend its budget, within the limitations of this section, to obviate the reasons for disapproval and resubmit the budget to the state board of education for its final approval.

(6) If the budget as amended specifies a tax levy different from that levied under the disapproved budget, the tax-levying authority shall amend its levy in accordance therewith, so that the levy as amended shall comply with the provisions of subsection (1) of KRS 160.460. No general school budget shall become effective and no ad valorem levy shall be made until approved by the state board of education.

(7) Each district board of education shall, if required by the state board of education, prepare and submit to it not later than September 15, a close estimate or working budget which shall conform to the rules and regulations prescribed by the state board of education, and which shall be consistent in its major divisions with the general school budget previously prepared.

160.470 School budgets; tax rate limits; how fixed

(1) Each district board of education shall prepare a general school budget on forms prescribed and furnished by the state board of education, showing the amount of money needed for current expenses, debt service, capital outlay, and other necessary expenses of the schools during the succeeding fiscal year, the estimated total amount that will be received from the common school fund and other sources, the assessed valuation of property subject to local taxation in the school district furnished as provided in subsection (3) of KRS 160.460, an estimate made by the department of revenue of public service company assessments and assessments of other property in the school district not furnished under the provisions of subsection (3) of KRS 160.460, and the amount that will be needed to be raised by local taxation, including the rate of levy necessary to raise such an amount.

(2) Notwithstanding any statutory provisions to the contrary, no district board of education shall submit a budget for 1977-78 to the state board of education which would require more revenue from local ad valorem taxes than would be produced by application of the maximum rate that could have been levied in 1976-77, minus thirty cents (30¢), to the 1976-77 assessment, exclusive of voted levies and net assessment growth as defined in KRS 132.425, except as provided in KRS 157.390 and 157.565. In succeeding years, no district board of education shall submit a budget which would require more revenue from local ad valorem taxes than would be produced by application of the maximum tax rate that could have been

300

levied in the preceding year to the preceding year's assessment, exclusive of voted levies and net assessment growth as defined in KRS 132.425, except as provided in KRS 157.565. Effective July 1, 1978, notwithstanding any statutory provision to the contrary, in no case shall the tax rate permitted be less than thirty cents (30¢) which rate shall be reached in a period of no more than four years except that any local district board of education may raise its tax rate an additional ten cents (10¢) after following the provisions of KRS 160.603 as it pertains to a public hearing. In the event of a merger of school districts, the limitations contained in this section shall be based upon the combined revenue of the merging districts, as computed under the provisions of this section.

(3) The superintendent of public instruction shall certify to each district board of education, by June 1 of each year, the maximum permissible local ad valorem tax revenue. This amount shall be computed as follows:

(a) The superintendent of public instruction shall determine the total amount of ad valorem tax revenue which would be produced by application of the maximum tax rate that could have been levied in 1976-77, minus thirty cents (30¢), to the 1976-77 assessment. In succeeding years, the superintendent of public instruction shall determine the total amount of ad valorem tax revenue which would be produced by application of the maximum tax rate that could have been levied in the preceding year to the precedings year's assessment.

(b) The superintendent of public instruction shall determine the total amount of ad valorem tax revenue which would be produced by application of the maximum tax rate that could have been levied in 1976-77, minus thirty cents (30¢), to the net assessment growth in each school district. In succeeding years, the superintendent of public instruction shall determine the total amount of ad valorem tax revenue which would be produced by application of the maximum tax rate that could have been levied in the preceding year to the net assessment growth as determined in accordance with KRS 132.425 shall be certified to the superintendent of public instruction by the department of revenue by May 20 of each year. Effective July 1, 1978, notwithstanding any statutory provision to the contrary, in no case shall the tax rate permitted be less than thirty cents (30¢) which rate shall be reached in a period of no more than four years except that any local district board of education may raise its tax rate an additional ten cents (10¢) after following the provisions of KRS 160.603 as it pertains to a public hearing.

(c) The sum of the amounts computed under paragraphs (a) and (b) of this subsection shall be the maximum permissible local ad valorem tax revenue for purposes of subsection (2) of this section.

(4) Within three (3) days after the district board of education has received its assessment data, three (3) copies of the budget shall be forwarded to the state board of education for its approval or disapproval. The failure of the district board of education to furnish the budget within the time prescribed shall not invalidate any levy made thereafter.

(5) The budget shall be disapproved by the state board of education if it is financially unsound or fails to provide for: (a) Payment of maturing principle of and interest on any outstanding voted school improvement bonds of the school district authorized and issued pursuant to KRS 162.080 and 162.090, with the written approval of the state board of education, or (b) Payment of rentals in connection with any outstanding school building revenue bonds issued for the benefit of the independent school district or county school district, as the case may be, by the appropriate city or county as authorized and provided under the provisions of KRS 162.120 to 162.300 and KRS 58.010 to 58.140, with the written approval of the state board of education, or fails to comply with the law; and the state board of education shall state its reason, or reasons, for such disapproval. In such event the district board of education shall amend its budget, within the limitations of this section, to obviate the reasons for disapproval and resubmit the budget to the state board of education for its final approval.

(6) If the budget as amended specifies a tax levy different from that levied under the disapproved budget, the tax-levying authority shall amend its levy in accordance therewith, so that the levy as amended shall comply with the provisions of subsection (1) of KRS 160.460. No general school budget shall become effective and no ad valorem levy shall be made until approved by the state board of education.

(7) Each district board of education shall, if required by the state board of education, prepare and submit to it not later than September 15, a close estimate or working budget which shall conform to the rules and regulations prescribed by the state board of education, and which shall be consistent it its major divisions with the general school budget previously prepared.

157.565 Procedure for increasing tax rate to maximum support of power equalization

(1) Notwithstanding any statutory provisions to the contrary, the board of education of any district in any year in which the total school tax rate, less any special voted building fund tax rate and any sinking fund tax rate, is less than the maximum rate support by the district power equalization program as provided for in KRS 157.555 and 157.560, may levy a [request the local tax levying authority to increase the] rate in any amount not to exceed the maximum rate supported by the district power equalization program. [The levying authority shall adopt an ordinance or resolution submitting to the qualified voters of the district, in the manner

of submitting and voting as prescribed in paragraph (b) of subsection (1) of KRS 160.477, the question whether a rate which would produce revenues in excess of the maximum provided by subsection (2) of KRS 160.470 shall be levied. If a majority of those voting on the question favor the increased rate, the tax levying authority shall, when the next tax rate for the district is fixed, levy the rate requested by the board not to exceed the rate authorized by the voters.]

Recommendations of the

SUBCOMMITTEE ON STATUTE REVISION

Introduction

The Subcommittee on Statute Revision of the Governor's Task Force on Education has attempted to review the Kentucky Revised Statutes relating to all levels of education; in consultation with the agencies and institutions involved to make evaluation of these statutes based on such criteria as comprehensiveness, coherence, clarity, conformity with judicial decisions and compatibility with present conditions and current practices, and make recommendations relating to any additions, amendments, and repeals as may be indicated.

The Subcommittee has considered recommendations for statutory changes from representatives of the following groups:

Attorney General;
Council on Higher Education;
Education and Arts Cabinet;
Kentucky Association of School Administrators;
Kentucky Education Association;
Kentucky Educational Television;
Kentucky School Boards Association;
State Board of Education; and
State Superintendent of Public Instruction.

Recommendations from these groups were presented over the past year to the Subcommittee on Educational Statute Review of the Interim Joint Committee on Education.

Each of these recommended statute changes has been considered by this Task Force Subcommittee and disposed of in one of the following ways:

recommendation for change approved;
recommendation for change not approved;
recommendation for change referred to another Task Force subcommittee for further study.

The Joint Interim Subcommittee has worked this summer along the same lines as the Task Force Subcommittee. They have already presented their final report to the full Education Committee and have had it approved for presentation to the Legislature. The following report is organized with this in mind.

Section I presents Task Force Subcommittee recommendations which are the same as those of the Joint Interim Subcommittee. p.3

Section II presents Task Force Subcommittee Recommendations which are not the same as the recommendations of the Joint Interim Subcommittee. p.40

Section III General Proposals p.63

Mr. Bob Chenoweth, office of the Attorney General, attended each of our six meetings as an advisor on statute change; Mr. James Melton, Executive Director Kentucky School Boards Association, attended one meeting as an advisor on school finance; and other reference was gathered by the chairman who attended meetings of the Interim Joint Committee on Education, the Subcommittee on Statute Review, and the Subcommittee on Issues and Legislative Proposals and heard various representatives of the educational community speak to their recommendations.

The Statute Revision Subcommittee has also requested recommendations for statute change from the other Task Force Subcommittees. We have not yet received any recommendations; but we plan to study all of the final reports before finishing our work.

This is a final report of the work done by this subcommittee through September 1977. This report will be amended as additional work is completed before the 1978 Legislative Session.

KRS 12.255 and 12.265 Office of secretary for each program cabinet established - Composition of cabinets

Discussion: These statutes should be amended to remove the Department of Education and the Superintendent of Public Instruction from the Cabinet for Education and the Arts and to establish an office of Secretary for Education. This would allow the Superintendent to serve directly in the Governor's cabinet, which would have obvious advantages when dealing with such areas as communications, program planning, budgeting, personnel management, etc. in the second largest department in state government.

Recommendation: KRS 12.255 and 12.265 be amended to comply with the intent of the above discussion.

12.255. Office of secretary for each program cabinets established.—There is hereby established the office of secretary for development cabinet, office of secretary for education and arts cabinet and office of secretary for public protection and regulation cabinet. Each of these offices shall be headed by a secretary appointed by the governor, and each secretary shall be chairman of the related cabinet. (Enact. Acts 1974, ch. 74, Art. VII, § 2.)

12.265. Composition of cabinets.—The cabinets established in KRS 12.250 shall be composed of departments, boards and commissions as follows:

I. Cabinet for development
  A. Department of agriculture
  B. Department of commerce
  C. Department of fish and wildlife resources
  D. Department of parks
  E. Department of energy
  F. Kentucky historical events celebration commission
  G. State fair board
  H. Kentucky geological survey
  I. Economic development commission
  J. Governor's council on agriculture
  K. Farmers advocate's office.

II. Cabinet for education and the arts
  A. Kentucky arts commission
  B. Department of education
  C. The Kentucky authority for educational television
  D. Kentucky heritage commission
  E. Kentucky historical society
  F. Department of library and archives.

KRS 67.300 Disposition of school districts upon consolidation

Discussion: This statute relates to the merger of two county districts. It has been in the statute books for 35 years and has never been used. There is another statute which provides for county consolidation; and it has been suggested that this statute contains neither a practical method for defining a local school district nor a fair means of selection of the school district superintendent.

Recommendation: KRS 67.300 be repealed.

67.300. Disposition of school districts upon consolidation.—(1) In case of the consolidation of counties as provided in KRS 67.190 to 67.290, the counties as consolidated shall constitute one (1) county school district and the members of the boards of education of the county school districts thus consolidated may serve out the terms for which they were elected and qualified. The board of education of this consolidated district shall operate the schools of said district in accordance with the laws providing for the operation of county school districts.

(2) The district resulting from the consolidation of said school districts shall take over all the assets and legal liabilities of the districts joining in the consolidation; the tax levy authorized for the payment of interest and the retirement of bonds or the provision for sinking funds for such purposes shall continue to be levied and collected over the same area by or for the new board in accordance with the laws under which the levies were originally made until all bonded obligations of the old district or districts shall have been retired.

(3) The county superintendents in office at the time of said consolidation may serve for the remainder of their contract periods. They shall cast lots at the first meeting of the new board of education to determine which one will serve as superintendent and which one will serve as assistant superintendent for this remaining contract period. (Enact. Acts 1942, ch. 48, § 12.)

KRS 89.280 Board of education not affected by commission form of government - exception

Discussion: This statute exempts local boards of education from statutes relating to the commission form of government and requires that only the boards of education in cities of the third class render to the Board of Commissioners an itemized monthly statement of all receipts and expenditures. This statute is not needed. There are no third class cities in Kentucky with a commission form of government, and also school boards are now their own tax levying authorities.

Recommendation: KRS 89.280 be repealed.

89.280. Board of education not affected by commission form of government—Exception.—Nothing contained in KRS 89.010 to 89.260 shall be construed to apply to the organization, existence or conducting the affairs of the board of education in cities of the second, third and fourth classes, except that in cities of the third class the board of education shall render to the board of commissioners an itemized monthly statement of all receipts and expenditures. (3235c-28, 3480b-28, 3606b-28.)

KRS 108A.110 Corporate powers

Discussion: Section 2 gives new community districts the power to establish an independent school district coterminous with the boundary lines of the new community district. This statute has been on the books for seven years and has never been used. The general philosophy of Kentucky's educational community supports fewer districts rather than more districts.

Recommendation: KRS 108A.110 section 2 be repealed.

108A.110. Corporate powers.—A new community district shall be a public body corporate and political subdivision, with power to adopt and use a corporate seal, sue and be sued, contract and be contracted with, and in every way to function as a municipal corporation or a natural person including but not limited to the power and authority to:

(1) Enact and enforce by fines and penalties, all such regulations, taxes and licenses, not contrary to the laws and constitution of Kentucky and the United States, as are deemed expedient in maintaining the peace, safety, good government, health and welfare, trade, commerce and industry within the boundaries of the district.

(2) Establish an independent school district coterminous with the boundaries of the new community district and appoint the five (5) members of the board of education to serve until their successors are elected and qualified according to law; two (2) members shall be elected by the voters of the district at the time the first commissioners of the new community district are elected and three (3) members two (2) years thereafter, each with a term of four (4) years. The independent school district shall assume and pay the area's proportionate share of the county school district's capital requirements, including payments of both principal and interest on any indebtedness outstanding, as of the date of the establishment of the independent school district.

(3) Acquire, own, hold, use, improve, sell, convey and otherwise deal in and with real or personal property; make contracts and incur liabilities, borrow money, issue its notes, bonds and other obligations, and secure any of its obligations by mortgage or pledge of any of its property, franchises or income in any manner and on any terms not contrary to the constitution or the laws of the commonwealth of Kentucky.

(4) Contract with counties, cities, districts or other organizations for services; and create additional service districts within or coterminous with the new community district with the consent of a majority of the landowners within such service district.

(5) Do all things necessary or incidental to carry out its purposes and exercise the powers granted to it. (Enact. Acts 1970, ch. 320, § 12.)

KRS 156.020 Appointment of Assistant Superintendent of Public Instruction - divisions of department

Discussion: It is suggested that this statute be amended to conform with Executive Order 76-541, reorganizing the Department of Education, to provide for Deputy and Associate Superintendents of Public Instruction, as well as Assistant Superintendents of Public Instruction.

Reorganization of the Department of Education will be considered by the General Assembly. If it is passed, this statute will be amended to conform.

This amendment was passed over by the Joint Interim Committee.

Recommendation: KRS 156.020 be passed over until reorganization is considered by the General Assembly.

156.020. Appointment of assistant superintendent of public instruction—Divisions of department.—The superintendent of public instruction shall recommend to the state board of education the appointment of an assistant superintendent of public instruction who is authorized to act in the absence of the superintendent of public instruction. Subject to KRS chapter 12, the superintendent of public instruction shall also recommend for the approval of the state board of education the establishment of such divisions of the state department of education as he deems necessary for the successful administration and supervision of the common schools and other educational agencies placed under the management and control of the state board of education. He may group the established divisions under such bureaus as he deems wise. (4384-6: amend. Acts 1956 (1st Ex. Sess.), ch. 7, Art. II, § 1.)

KRS 156.130 Superintendent is executive officer of state board of education

Discussion: This statute should be changed to reflect the language of Executive Order No. 77-453 reorganizing the Department of Education. In addition to executive officer, the superintendent of public instruction should be further designated as professional advisor of the state board of education as local superintendents are designated in KRS 160.370.

Recommendation: KRS 156.130 be amended to comply with the above discussion.

156.130. Superintendent is executive officer of state board of education—General duties.—The superintendent of public instruction shall be the executive officer of the state board of education in its administration of all public education placed under its management and control, and shall perform such duties as are assigned to him by the board. He shall be responsible for the administration of the department of education. He shall execute, under the direction of the state board of education, the educational policies decided upon by the board, and shall direct, under general rules and regulations adopted by the board, the work of all persons engaged in the administration of the common schools and public vocational education and vocational rehabilitation. He may clothe his assistants with full power of attorney to act for him in the supervision, inspection and administration of the schools over which he has supervisory and administrative control. (4384-5, 4384-7, 4384-15, 4384-32: amend. Acts 1952, ch. 41, § 3.)

Cross-References. Authority for educational television, superintendent as member of, KRS 168.040.

Board of business schools, superintendent as member of, KRS 331.040.

Child labor law, duties and powers of superintendent under, KRS 339.290, 339.330, 339.340.

Foundation program, KRS 157.330.

Collateral Reference. 78 C. J. S., Schools and School Districts, § 90.

KRS 156.455 Public removing from district - purchase of books from

Discussion: This statute relates to the purchase of pupil's textbooks when he leaves the district. Since the state is now furnishing textbooks, this statute is obsolete.

Recommendation: KRS 156.455 be repealed

156.455. Pupil removing from district—Purchase of books from.— When a pupil removes from any school district, the board of education of the district, shall, if requested, purchase from the pupil the textbooks in actual use by him at the time. The price shall be based upon the condition of the books. The books may be sold by the board of education, or furnished to indigent children in the district. (Enact. Acts 1952, ch. 184, § 12.)

KRS 156.510 Professional practices commission - nomination and appointment

KRS 156.520 Membership

KRS 156.530 Responsibilities

KRS 156.540 Powers - Recommendations

KRS 156.550 Financing

Discussion: These statutes relate to the professional practices commission which is no longer active. Other statutes which provide for contractual obligations, transfer and assignment of teaching personnel, admission to and continuance in professional service and ethical performance have made this commission obsolete.

Recommendation: KRS 156.510-156.550 be repealed.

PROFESSIONAL PRACTICES COMMISSION

156.510. Professional practices commission—Nomination and appointment.— The governor shall appoint a professional practices commission of twelve (12) members nominated by the teaching profession and submitted by the superintendent of public instruction to the governor. (Enact. Acts 1962, ch. 123, § 1.)

156.520. Membership.— (1) Each of the following organizational units shall submit a panel of three (3) names from each of which the governor will select one (1): The Kentucky association of school administrators, the Kentucky association of secondary school principals, the Kentucky association of elementary school principals, the Kentucky association of educational supervisors, the department of higher education, the Kentucky vocational association, the Kentucky association of pupil personnel workers and the Kentucky association of guidance counselors. The department of classroom teachers shall submit a panel of twelve (12) members from which the governor will select four (4).

(2) The term "classroom teacher" for the purpose of KRS 156.510 to 156.550 shall mean any person for whom certification is required as a basis of employment in the public schools of Kentucky with the exception of any personnel identified with professional groups named in KRS 156.510 to 156.550 other than the department of classroom teachers.

(3) Terms will be overlapping and for a period of three (3) years with members drawing by lot at the first meeting to determine the length of the term for each member. No member may succeed himself more than once. This commission would have the authority to select its own chairman, establish procedures for the development of standards, adopt the rules and regulations under which it operates, and secure legal and other services necessary to its function. (Enact. Acts 1962,

156.530. Responsibilities.—The commission is given the initial responsibility of developing, through the teaching profession itself, criteria of professional practices in areas including, but not limited to: (1) contractual obligations, (2) transfer and assignment of teaching personnel, (3) admission to and continuance in professional service, and (4) ethical performance. (Enact. Acts 1962, ch. 123, § 3.)

156.540. Powers—Recommendations.—This commission, in administering these criteria, shall have the authority to reprimand or warn members of the profession. Further, the commission shall have authority to make recommendations to the state board of education in cases involving suspension or revocation of certificates and to make any other recommendations to the state board and to local boards of education which would promote improvement of the teaching profession. This commission shall have the authority to subpoena witnesses and place them under oath. (Enact. Acts 1962, ch. 123, § 4.)

156.550. Financing.—The commission shall be financed by the members of the teaching profession in the amount necessary to carry out the purposes of KRS 156.510 to 156.550. (Enact. Acts 1962, ch. 123,

KRS 157A.100 Determination of local tax effort

Discussion: With full state funding of the foundation program, this statute is obsolete. Two clauses that need to be kept have been moved to KRS 157.550.

Recommendation: KRS 157A.100 be repealed

157A.100. Determination of local tax effort.—(1) On or before January 1 of each year the department of revenue shall determine the fair cash value of all property subject to assessment for school purposes, including a separate listing of the part of such assessment represented by "net assessment growth" as defined in KRS 132.425, and shall determine the percentage the fair cash value in each district is of the total equalized value of all property in the commonwealth subject to taxation for school purposes and shall certify such information to the superintendent of public instruction for use in determining the required local tax effort for each district for the fiscal year beginning on July 1, next after such certification. The certification of the equalized value of agricultural and horticultural property shall be the same valuation as used for tax purposes under the provisions of KRS 132.450.

(2) The superintendent of public instruction shall for the 1968-69 fiscal year use the aggregate required local tax effort and the required local tax effort for the respective school districts which were determined for use during the 1967-68 fiscal year. For each fiscal year subsequent to 1968-69, the aggregate required local tax effort for the commonwealth shall be the sum of the aggregate required local tax effort for the preceding year plus the amount obtained by multiplying the percentage of net asesssment growth, as defined in KRS 132.425, by the aggregate local required tax effort for the preceding year; and the required local tax effort for each district shall be obtained by multiplying each district's percentage of the total equalized value of all property in the commonwealth subject to school taxation for school purposes by the aggregate required local tax effort of the commonwealth.

(3) Any district's levy under KRS 160.470 shall be at such rate as is necessary to provide the required local tax effort. (Enact. Acts 1974, ch. 363, § 10; 1976, ch. 260, § 3.)

KRS 157.295 Additional supervisors for special education programs

Discussion: It has been suggested that this statute is obsolete and needs to be repealed.
This statute was repealed by the Joint Interim Committee.

Recommendation: KRS 157.295 be repealed.

> **157.295. Additional supervisors for special educational programs.**— The superintendent of public instruction shall employ two (2) additional supervisors for the purpose of testing and classifying the mentally retarded, and two (2) additional supervisors to supervise programs for all other execeptional children. (Enact. Acts 1962, ch. 169, § 10 (1); 1970, ch. 92, § 29.)

KRS 157.550 Determination of amount of state power equalization support for each school district

Discussion: The inclusion of two clauses from 157A100 will permit the repeal of 157A.100, which is now obsolete with full state funding of the state foundation program.

Recommendation: KRS 157.550 is amended to read as follows:

On or before January 1 of each year, the department of revenue shall determine the equalized fair cash value, as of the previous January 1, of all property subject to taxation for the school purposes in each district, including a separate listing of the part of such assessment represented by "net assessment growth" as defined in KRS 132.425, and shall certify such information to the superintendent of public instruction for use in determining the amount of state power equalization support for each school district. The certification of the equalized value of agricultural and horticultural property shall be the same valuation as used for tax purposes under the provisions of KRS 132.450.

KRS 158.100 School service, districts to provide

Discussion: Much of this statute is obsolete and needs to be amended by the substitution of wording that would require all county and independent school districts to provide an approved 12 grades of instruction, by contract with other districts, if necessary.

Recommendation: KRS 158.100 be amended to comply with the above discussion.

> **158.100. School service, districts to provide.**—(1) Each county school district shall provide at least an approved twelve (12) grade school service. An approved eight (8) grade service for all pupils residing in the district shall be provided by maintaining the schools or by contract with another district. An approved high school service for all children of high school grade under twenty-one (21) years of age residing in the district shall be provided either by maintaining the schools within the county or by contract with an independent district within the county.

> (2) Each independent school district shall provide at least an approved twelve (12) grade school service. An approved eight (8) grade school service shall be provided for the children residing in the district by maintaining schools. An approved high school service for all children of high school grade under twenty-one (21) years of age residing in the district shall be provided either by maintaining the schools within the district or by contract with another independent district in the county.
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> (3) If the number of pupils of high school grade below twenty-one (21) years of age in any county or independent district is not sufficient to maintain a high school, the board shall provide high school service by contract with another county or independent district that maintains an approved high school, and shall furnish daily transportation to the high school, or in lieu of transportation shall provide for the board and room of the pupils within reasonable walking distance of such school if it is found more feasible or more economical to do so. The board and room shall not cost more than one hundred dollars ($100) per annum for any pupil.
>
> (4) The board of education of an independent district embracing a city of the third class may contract with any private institution, which offers a course of study approved by the state board of education as an accredited high school course in commercial subjects, for the instruction of students residing in the district. The contract shall provide the amount, manner and time of payments for the instruction.

KRS 158.150 Suspension or expulsion of pupils

Discussion: This statute should be amended to include the due process requirements of the U.S. Supreme Court in Goss vs. Lopez for suspensions less than ten days ie. the right of the student to know what charges are and to present his side of story before suspension. Any suspension longer than ten days, and any expulsion procedures, should require appropriate due process procedures, as interpreted by current court decisions.

Recommendation: KRS 158.150 be amended to comply with the above discussion.

> **158.150. Suspension or expulsion of pupils.**—All pupils admitted to the common schools shall comply with the lawful regulations for the government of the schools. Wilful disobedience or defiance of the authority of the teachers, habitual profanity or vulgarity, or other gross violation of propriety or law constitutes cause for suspension or expulsion from school. The superintendent, principal or head teacher of any school may suspend a pupil for such misconduct, but shall report such action in writing immediately to the superintendent. The board of education of any school district may expel any pupil for misconduct as defined in this section, but such action shall not be taken until the parent, guardian or other person having legal custody or control of the pupil has had an opportunity to have a hearing before the board. The decision of the board shall be final. (4363-9.)

KRS 158.180 Books criticizing school of healing prohibited

Discussion: This statute is obsolete and of questionable constitutionality.

Recommendation: KRS 158.180 be repealed.

158.180. Books criticizing school of healing prohibited.—No person connected with the public school system shall use or cause to be used, read or taught in the public schools any textbook or printed matter of any kind that contains any statement that criticizes or condemns, or could be deemed discrediting, discriminating or harmful to, any legally constituted school or system of healing, science or profession in Kentucky. (4363-11a.)

KRS 158.190 Sectarian, infidel or immoral books prohibited

Discussion: Infidel or immoral books are difficult to identify at the state level. It is suggested that the guidelines of the Supreme Court exercised in local communities is a better approach.

It was not possible to find any Supreme Court guidelines to be exercised in the local community on the subject of infidel or immoral books.

The Joint Interim Committee passed over this amendment; left it as it is.

Recommendation: KRS 158.190 be left as it is.

158.190. Sectarian, infidel or immoral books prohibited.—No book or other publication of a sectarian, infidel or immoral character, or that reflects on any religious denomination, shall be used or distributed in any common school. No sectarian, infidel or immoral doctrine shall be taught in any common school. (4363-11.)

KRS 158.990 Penalties

Discussion: Penalties stated in this statute are severe, and refer to statutes which are recommended for repeal, 158.180 and 158.170.

Recommendation: KRS 158.990 Sections 1 and 2 be repealed.

158.990. Penalties.—(1) Any person who violates any of the provisions of KRS 158.180 shall be fined not less than fifty dollars ($50.00) nor more than five hundred dollars ($500), or imprisoned in the county jail for not less than thirty (30) days nor more than six (6) months, or both.

(2) Failure of a teacher to conform to KRS 158.170 is cause for revocation of his certificate.

(3) Any member of a school board who votes to permit entrance to a school of any child not eligible therefor under the provisions of KRS 158.030 shall be fined not less than five dollars ($5.00) nor more than fifty dollars ($50.00). (4363-7, 4363-8, 4363-11a: amend. Acts 1952, ch. 145, § 2; 1974, ch. 308, § 34.)

KRS 159.190 Parental or truant schools may be provided in certain districts

KRS 159.200 Location of parental or truant schools

KRS 159.210 Religious instruction in parental or truant schools

KRS 159.220 Probation - Children placed on

KRS 159.230 Violation of probation

Discussion: These statutes relate to parental or truant schools. No such schools exist or have existed in the memory of the Department of Education staff. Many districts have established alternative schools to satisfy this need.

Recommendation: KRS 159.190 - 159.230 be repealed

159.190. **Parental or truant schools may be provided in certain districts.**—The board of education of any independent school district embracing a city of the first or second class may equip, maintain, conduct, and adopt rules concerning parental or truant schools for the purpose of affording a place where children of compulsory school age who come within the provisions of this chapter and of the statutes concerning neglected, dependent and delinquent children may be enrolled for the purpose of discipline and instruction. (4434-2.)

159.200. **Location of parental or truant schools.**—A parental or truant school may be located either within or without the corporate limits of the city, but shall not be located outside the county in which the city is located or near any penal institution. (4434-32.)

159.210. **Religious instruction in parental or truant schools.**—No religious instruction shall be given in a parental or truant school except as is allowed by law to be given in public schools, but the board of education shall make suitable regulations so that inmates shall receive religious training in accordance with the belief of their parents or guardians, either by allowing the religious services to be held in the institution or by arranging for the attendance of public service elsewhere. (4434-32.)

159.220. **Probation—Children placed on.**—Any child committed to a parental or truant school upon an order duly entered by the county court may be allowed to return home and remain there upon probation, subject to the friendly visitation and supervision of a probation officer of the county court. If the child, in the opinion of the county court, violates the terms and conditions of probation, he shall be returned to the school. No child shall be released upon probation in less than four (4) weeks from the time of his commitment, nor shall a child be thereafter released upon probation unless the court is satisfied that the child will attend regularly some public or private school. If any child so released upon probation is regular in his attendance in school, and his conduct as a pupil is satisfactory for a period of one (1) year from the date upon which he was released upon probation, he shall be finally discharged from the parental or truant school, and shall not be recommitted thereto, except in a subsequent proceeding undertaken according to the provisions of this chapter and of the statutes concerning neglected, dependent and delinquent children. (4434-32.)

159.230. **Violation of probation—Effect of.**—Any child released from a parental or truant school upon probation as provided in KRS 159.220 who violates the conditions of his probation at any time within one (1) year thereafter shall, upon the order of the county court, be returned to the parental or truant school and shall not again be released upon probation within a period of three (3) months from the date of reentering. If such child violates the conditions of a second release upon probation, he shall be recommitted to the school and shall not be released therefrom on probation until he has remained in the school one (1) year. (4434-32.)

KRS 160.048 Transfer of area containing school outside district - procedure

Discussion: This statute was orginally adopted to solve problems in Jefferson County. These problems no longer exist. KRS 160.045 speaks directly to the procedure with no exceptions permitted.

Recommendation: KRS 160.048 be repealed.

160.048. Transfer of area containing school outside district—Procedure.—(1) The general assembly hereby finds that from time to time various school boards, in the exercise of their administrative discretion, have determined that their school districts would be most efficiently administered if one or more of the district's schools were constructed and operated on land located outside the school districts' boundaries. The general assembly further finds that this has been desirable and in furtherance of an efficient system of common schools. As urbanization increases, and school districts throughout the commonwealth become more densely populated, available school sites within such districts will proportionately diminish, and it will with increasing frequency be necessary to construct schools on land not within the district of the school board constructing such schools. When a school is so located, it is more efficient for the school district constructing the school, but it is less efficient for the statewide system of common schools and for the children residing in the immediate neighborhood of the new school, who reside in a different school district, and therefore must be transported to other, more distant schools. This situation results in an inefficient utilization of state and local school funds and school facilities, and is a result of the artificially drawn school district boundary lines. The general assembly further finds that the discretionary method of transfer presently provided by KRS 160.045 is not adequate to assure an efficient operation of the common schools, and that it is desirable to provide for mandatory transfer of such areas. Pursuant to section 183 of the Kentucky constitution, the general assembly declares that such situations are special situations and require special treatment. It is the intent of the general assembly to provide by this statute a special method whereby such areas may be transferred to the school district operating the school or schools.

(2) If seventy-five per cent (75%) of either the registered voters or property owners in an area adjacent to a school district other than the district in which such area is located and in which area there is located a school owned and operated by such adjacent school district, petition the school board of the school district which owns and operates such school and the school board of the school district in which such area is located for the transfer of such area from the school district in which it is located to the school district which owns and operates such school, then such area shall be so transferred.

(3) The effective date of such transfer shall be 60 days after the date on which the petition is filed with the two (2) school boards; personal delivery of said petition to any member of the school board or to the superintendent of the school district shall constitute "filing" for purposes of this section. Provided, That if such effective date falls during a term of the school district in which such area is located, the two (2) school boards involved may, by agreement, defer the effective date of such transfer until the end of said term.

(4) The terms and conditions of such transfer shall be determined in the manner provided for the determination of the terms and conditions of transfer under KRS 160.045, except that the state superintendent of public instruction, the state board of education and the respective reviewing courts shall have no power to disapprove such transfer.

(5) Upon such transfer, the recipient district shall assume a portion of the bonded indebtedness of the losing district, as provided in KRS 160.065; such bonds shall remain the obligation of the issuing agency, and shall not be affected in any way by such transfer, except that each year the recipient district shall pay to the losing district a sum of money sufficient to make the payments on the portion of such indebtedness assumed by the recipient district, and such annual payments shall continue until all of the bonded indebtedness outstanding at the time of the transfer is paid in full.

(6) The method of transfer provided in this section shall be an alternative method to that set forth in KRS 160.045, and this section shall have no effect whatsoever on KRS 160.045. (Enact. Acts 1972,

KRS 160.049 Transfer of adjacent territory between school districts in county containing first-class city

Discussion: This statute has been declared unconstitutional.

Recommendation: KRS 160.049 be repealed.

160.049. Transfer of adjacent territory between school districts in county containing first-class city.—(1) The provisions of this section shall govern the transfer of adjacent areas from one school district to another school district in counties containing a city of the first class.

(2) (a) Twenty-five per cent (25%) of the registered voters in all precincts encompassing a contiguous area of one or more precincts adjacent to either a county or independent school district may petition for transfer of such area to the school district other than that in which it is located.

(b) The petition shall be filed with the fiscal court which shall determine whether the petition contains enough signatures of qualified voters to submit the question to the voters of the area affected. The board or boards of registration in the county shall give necessary and appropriate aid to the fiscal court so that the latter body may make the conclusive determination of whether the petition is valid.

(c) If the petition is valid, the fiscal court shall submit to the voters of all the precincts encompassing the area at the next regular general election the question of whether such transfer shall be effected; provided that where such petition is filed within sixty (60) days of such regular election, the referendum shall be held at the next regular general election thereafter. The question shall be so framed that the voter may by his vote answer, "for" or "against."

(d) If a majority of the votes cast upon the question favor its passage, the area shall be transferred to the other school district.

(e) The question of transfer of such an adjacent area may be resubmitted in the same manner as an initial submission under this section, but it shall not be resubmitted to any voter unless new evidence warranting the presentation of the question is submitted to and approved by the circuit court, but in no case shall the question be resubmitted within a period of ten (10) years following the effective date of any transfer.

(3) The respective boards of education shall have a period of ninety (90) days after certification of the results of an election approving transfer of the area in which to negotiate the terms of such transfer. If said boards fail to come to an agreement, then either board or any resident voter within the area may bring suit in the circuit court of the county in which such area is located to have such transfer effected. Immediately upon filing of the suit, the court shall refer the matter to the superintendent of public instruction, who shall study the matter fully, giving consideration to all points covered by paragraphs (a) to (h) of this subsection. Within sixty (60) days he shall file a written report of his findings, conclusions and recommendations with the clerk of the court in which the action is pending. The report of the superintendent of

public instruction shall be advisory only and not binding upon the circuit court. The court costs of such litigation shall be paid equally by the two (2) school board districts. The circuit court shall decide upon equitable terms for such transfer and in its consideration shall be governed by any policies and rules and regulations of the state board of education which be affected by the transfer of the area and shall give due consideration to the following:

(a) The ratio of the wealth of the territory involved in its relation to the total wealth of the transferor district;

(b) The effect of the territorial loss or gain on the educational programs of the respective districts;

(c) Extent of and effect of the physical plant facilities and equipment available in each of the respective districts;

(d) The indebtedess in bonded or rental obligations of the respective districts;

(e) Any contemplated indebtedness or obligations arising out of the transfers;

(f) Such other factors as may have a bearing upon the determination of the desirability of the proposed transfer from the vantage point of all interested persons;

(g) The replacement value of any school buildings or other educational facilities in such area and owned by the transferor school board district;

(h) If, at the time of such transfer, the transferor school board district has outstanding any bonded indebtedness incurred for school buildings and grounds, the recipient school district shall assume an allocable share of payments on said indebtedness in the proportion the assessed valuation of the property taxable for school purposes transferred bears to the total assessed valuation of property taxable for school purposes in the transferor district.

(4) If the circuit court reaches the decision that there are no equitable terms of transfer under this section, the court shall so find and direct that the transfer not be effected. (Enact. Acts 1970, ch. 189,

KRS 160.270 Meetings - regular and special - quorum - record of proceedings

Discussion: In Subsection 1 of this statute the phrase "shall be deemed to have vacated his office" needs to be clarified. Since the secretary in Subsection 2 may be an employee of the board of education, he should not be present when his own tenure, salary, or administration of office is under consideration.

Recommendation: KRS 160.270 be amended to comply with the above discussion.

160.270. Meetings—Regular and special—Quorum—Record of proceedings.—(1) Each board of education shall hold at least one (1) regular meeting each month, at a time and place fixed by the board. Special meetings may be called by the chairman. On request of three (3) members of the board the secretary shall call a special meeting. Each member of the board shall have timely notice of each meeting and the nature, object and purpose for which it is called. Any board member failing to attend three (3) consecutive regular meetings, unless excused by the board for reason satisfactory to it, shall be deemed to have vacated his office. A majority of the board shall constitute a quorum for the transaction of business.

(2) The secretary shall be present at the meetings of the board and shall record in a book provided for that purpose all its official proceedings, which shall be a public record open to inspection. (4399-

KRS 160.290 General powers and duties of board

Discussion: When this statute was enacted, no school board had more than five members. Now at least one school board has more than five members. Therefore, three members would not constitute a majority.

Recommendation: KRS 160.290 be amended to comply with the above discussion.

> **160.290. General powers and duties of board.**—(1) Each board of education shall have general control and management of the public schools in its district and may establish such schools and provide for such courses and other services as it deems necessary for the promotion of education and the general health and welfare of pupils, consistent with the rules and regulations of the state board of education. Each board shall have control and management of all school funds and all public school property of its district and may use such funds and property to promote public education in such ways as it deems necessary and proper. Each board shall exercise generally all powers in the administration of its public school system, appoint such officers, agents and employes as it deems necessary and proper, prescribe their duties, and fix their compensation and terms of office.
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> (2) Each board shall make and adopt, and may amend or repeal, rules, regulations and bylaws for its meetings and proceedings for the government, regulation and management of the public schools and school property of the district, for the transaction of its business, and for the qualification and employment of teachers and the conduct of pupils. The rules, regulations, and bylaws heretofore made by any governing body of a school district, or hereafter made by a board of education, shall be consistent with the general school laws of the state and shall be binding on the board of education and parties dealing with it until amended or repealed by an affirmative vote of three (3) members of the board. The rules, regulations and bylaws shall be spread on the minutes of the board and be open to the public. (4399-20, 4399-33.)

KRS 160.330 Free textbooks and school supplies; board may furnish

Discussion: Now that the state is furnishing free textbooks to all children in school, much of the language of this statute is obsolete and it needs to be revised.

Recommendation: KRS 160.330 be amended to comply with the above discussion.

> **160.330. Free textbooks and school supplies, boards may furnish.**— Each board of education may furnish textbooks and other necessary school supplies free of charge to indigent children in its school district, including indigent children in high schools or lower grades, or to such other children as it deems advisable, under such rules and regulations as it may adopt. The superintendent shall report to the tax levying authority of the district the number and cost of textbooks and school supplies needed by the indigent school children of the district, and the tax levying authority shall appropriate a sum of money sufficient for the purchase of textbooks and school supplies for such children. The sum appropriated annually by the tax levying authority shall not be less than two hundred dollars ($200) in a county school district and fifty dollars ($50.00) in an independent school district. (4363-12, 4434-11: amend. Acts 1956 (4th Ex. Sess.), ch. 2.)

KRS 160.440 Secretary of board of education

Discussion: This statute permits the board of education of an independent school district embracing a city of the first or second class to appoint its business manager or assistant superintendent for business affairs as secretary. It does not seem necessary to restrict this privilege to independent districts of specific classes of cities nor does the removal of this provision appear to preclude its use in any school district.

Recommendation: KRS 160.440 be amended to comply with the above discussion.

> **160.440. Secretary of board of education.**—Each board of education shall appoint a secretary for a term of one (1), two (2), three (3) or four (4) years. The secretary shall not be a member of the board of education. The board of education of any district may appoint its superintendent as secretary, and the board of education of an independent school district embracing a city of the first or second class may appoint its business manager or assistant superintendent of schools in charge of business affairs as secretary. The board may fix a reasonable salary for the secretary. The secretary shall keep the records of the board and perform other duties imposed upon him by the board. All orders of the board must be signed by the secretary and countersigned by the chairman of the board. The secretary shall be custodian of all securities, documents, title papers and other papers of the board under such conditions as the board may direct. The secretary, when other than the superintendent, shall make all records of the board available to the superintendent at any time and shall furnish the superintendent of schools such information as is revealed by his records at any time upon the request of the superintendent. (4399-38.)

KRS 160.450 Fiscal year of school districts

Discussion: The current practice is that all school districts follow the fiscal year beginning July 1 and ending June 30. Therefore, much of the language of this statute is obsolete.

Recommendation: KRS 160.450 be amended to comply with the above discussion.

> DISTRICT FINANCES
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> **160.450. Fiscal year of school districts.**—The fiscal year of all school districts shall begin on July 1 and end on June 30, except in those districts where the law governing the municipality which they embrace provides otherwise; Provided, however, That any independent school district in a county containing a city of the second class may elect to adopt a fiscal year which shall begin on July 1 and end on June 30. (4399-39: amend. Acts 1964, ch. 100.)

KRS 160.462 Financial analysis of school system - format of presentation. Counties of 300,000.

Discussion: This statute was enacted in 1972 in an attempt to solve a particular problem in Jefferson County. The statute is now obsolete.

Recommendation: KRS 160.462 be repealed.

160.462. Financial analysis of school system—Format of presentation (counties of 300,000).—Each public school system in any county having 300,000 or more inhabitants shall hire professional consultants to conduct a fiscal analysis of the school system. Each system's fiscal analysis shall be prepared and presented in a uniform format approved by state department of education and shall be completed and published no later than December 15, 1972. (Enact. Acts 1972, ch. 254, § 1.)

KRS 160.500 Collector of School Taxes; Allowances to; Special Collector; Tax Bills

Discussion: It is suggested that this statute be amended to require payment to tax collectors (not to exceed 4 percent) based on documented proof of expenses, rather than a charge of a flat rate 4 percent regardless of expenses which is the practice of some collectors. Tax collectors should also be required to make full payment to the local board of education and not withold his commission himself.

Attorney General opinion 61.581/220 requires tax collectors to show their expenses.

Recommendation: KRS 160.500 be left as it is.

160.500. Collector of school taxes—Allowances to—Special collector—Tax bills.—(1) School taxes shall be collected by the regular tax collectors for the tax-levying authorities that make the school levies for the various school districts, at the same time and in the same manner as other local taxes are collected, except as provided in this section and in KRS 160.510. The bond of the regular tax collector shall be made to cover his duties as the tax collector of the school district or districts for which he collects taxes. The tax collector shall be entitled to a fee at the rate of four per cent (4%) for the collection of school taxes, which fee may be charged only for collecting or receiving school taxes or school funds received from the local school levy. No allowance shall be made for the collection of school taxes to any collecting officer who continues to collect taxes after his term that would not be allowed him had he collected the taxes during his term.

(2) An independent school district may select a special tax collector to collect its school taxes, and in the event such independent school district does so select a special tax collector, a majority of the members of the independent school district board of education shall fix a fee for such special tax collector at a rate of not less than one per cent (1%) nor more than four per cent (4%) of the school taxes or school funds collected by such special tax collector from the local school levy in such independent school district. The special tax collector shall be required to execute bond in the same manner as provided in KRS 160.560 for the execution of a treasurer's bond, and the penal sum of the bond shall not be less than the aggregate of the tax bills that come into the hands of the special tax collector.

(3) The clerk shall include all school taxes on the regular tax bills furnished the tax collector except in case an independent district has selected a special tax collector, in which case the school taxes shall be listed by the clerk on a separate bill. The clerk shall be allowed a fee not to exceed three cents (3¢) for each separate school tax bill, to be paid by the independent district board of education. (4399-40, 4399-41: amend. Acts 1946, ch. 143.)

KRS 160.560 Treasurer of board of education - appointment - bond - duties

Discussion: When this statute was enacted no school boards had more than five members. Now at least one school has more than five members. Therefore, three members would not constitute a majority.

Recommendation: KRS 160.560 be amended to comply with the above discussion.

160.560. Treasurer of board of education—Appointment—Bond—Duties.—(1) Each board of education shall elect a treasurer for the board. The board may elect its secretary to serve as treasurer. The board may remove the treasurer from office at any time for cause by a vote of three (3) members of the board.

(2) The treasurer shall execute an official bond for the faithful performance of the duties of his office, to be approved by the local board and the state board of education. The bond shall be guaranteed by a surety company authorized to do business in this state, and shall be in an amount determined by the board of education in accordance with the rules and regulations of the state board of education. The premium on the bond shall be paid by the board of education. A copy of the bond shall be filed with the board of education and with the state board of education. All treasurer's bond forms shall be prepared by the superintendent of public instruction and approved by the state board of education.

(3) The treasurer shall receive all moneys to which the board is entitled by the constitution or by the statutes, except as otherwise provided by law, or which may in any way come into its possession, and deposit such funds in the properly designated depository. He shall withdraw such funds from the depository only upon proper order of the board. He shall keep a full and complete account of all funds in such manner and make such reports concerning them as is required by the board of education or by the state board of education. He shall preserve all records relating to the transactions and duties of the office and turn them over to his successor along with all public funds in his hands and all accounts and records after due and proper audit is made by a competent outside agent when he is required to do so by the board of education.

(4) The treasurer shall issue his check on the depository for payment of all legal claims which have been authorized for payment in accordance with rules and regulations previously adopted by the local board of education and approved by the state board of education. (4399-42: amend. Acts 1956, ch. 173.)

KRS 161.158 Group insurance - deductions from salaries

Discussion: It is suggested that the following amendment be made in this statute:

In section 2, provide for the deletion of [but are not limited to]. This suggestion was offered with the idea of preventing teachers from making many and unusual requests for deductions, such as electric bills.

It was determined that such deductions are not allowed by an Attorney General's Opinion; and that the intended control could best be accomplished by specifing in local board policy the number of teachers required to request a deduction before it be done.

Recommendation: KRS 161.158 be left as it is.

161.158. Group insurance—Deductions from salaries.—(1) Each district board of education may form its employes into a group or groups or recognize existing groups for the purpose of obtaining the advantages of group life, disability, medical, and dental insurance or any group insurance plans to aid its employes, as long as the employes continue to be employed by the board of education. Any district board of education may pay all or part of the premium on the policies, and may deduct from the salaries of the employes that part of the premium which is to be paid by them and may contract with the insurer to provide the above benefits.

(2) Each district board of education shall adopt policies or regulations which will provide for deductions from salaries of its employes or groups of employes whenever a request is presented to the board by said employes or groups thereof. Such deductions shall be made from salaries earned in at least eight (8) different pay periods, and shall be remitted to the appropriate organization or association as specified by the employes. The deductions may be made for, but are not limited to, membership dues, tax-sheltered annuities and group insurance premiums. With the exception of membership dues, the board shall not be required to make more than one (1) remittance, of amounts deducted during a pay period, for a separate type of deduction. Health insurance, life insurance, and tax-sheltered annuities shall be interpreted as separate types of deductions. When amounts have been correctly deducted and remitted by the board, said board shall bear no further responsibility or liability for subsequent transaction.

(3) Payments and deductions made by the board of education under the authority of this section are presumed to be for services rendered and for the benefit of the common schools; and the payments and deductions do not affect the eligibility of any school system to participate in the foundation program as established in KRS chapter 157. (Enact. Acts 1970, ch. 166, § 1; 1972, ch. 322, § 1.)

KRS 161.210 Reports to be made by teachers

Discussion: Subsection 3 of this statute assumes the one-teacher, one-room school, a condition no longer prevalent in the state.

Recommendation: KRS 161.210 be amended to comply with the above discussion.

161.210. Reports to be made by teachers.—(1) Each teacher or other person in the public schools shall make reports and inventories to the district superintendent at the time and in the manner prescribed by the district board of education and the state board of education.

(2) No teacher shall wilfully make a false monthly or term report of time taught or other item or shall wilfully fail to make a required report.

(3) Any teacher who closes any school term before the close of the school year shall make a report to the superintendent immediately after the close of the term. Any teacher who is teaching any school at the end of the school year shall in his annual report include all statistics for the entire school year, notwithstanding any previous report for a part of the year. (4503-6, 4503-7.)

KRS 161.260 Election of Members of Board of Trustees

Discussion: As this statute is presently written, the process for nominating trustees to the Kentucky Teachers Retirement System is managed by KEA which is not representative of all members of the Teachers Retirement System. It is suggested that the statute be amended to provide for the selection of a Nominating Committee by the Teachers Retirement System with representatives from each of the regional areas. The Nominating Committee should have the responsibility for selecting the Chairperson.

Although KEA is not representative of all members of the Teachers Retirement System, it is representative of almost all of them.

Recommendation: KRS 161.260 be left as it is.

161.260. Election of members of board of trustees.

An election shall be held on or before June 1 of each year to elect trustees. The trustees to be elected each year shall depend upon the respective terms of the trustees elected under Acts 1938, 1st ex.s., c. 1, paragraph 7 and Acts 1940, c. 192, paragraph 7a and KRS 161.250. Each trustee shall assume office on July 1 following his election and shall serve for a term of four years. The elections shall be conducted by ballot under the supervision of the Superintendent of Public Instruction. Each person who is a contributing member or an annuitant of the retirement system shall have the right to vote. Nominations for trustees shall be made by a nominating committee consisting of one committee member selected by the retirement system membership of each of the districts of the Kentucky Education Association, and one committee member to be selected by retired teachers, on a state-wide basis, from among the annuitants of the retirement system. No person may be a member of the nominating committee who is not a member of the system, except for the committee member to be selected from among the annuitants of the system. The President of the Kentucky Education Association shall preside over the meeting of the nominating committee and the secretary of the teachers' retirement system shall act as secretary to the committee. Two persons shall be nominated by the nominating committee for each position to be filled. All expenses of the election shall be paid by the board of trustees out of its general expense fund.

KRS 161.750 Non-renewal of limited contracts

Discussion: It is suggested that section 2 of this statute be amended by deleting the sentence "Upon receipt of a request by the teacher, the board shall provide a written statement containing the specific, detailed and complete statement of grounds upon which the non-revewal of contract is based." And in section 3 to delete the phrase "or provide the written statement of grounds required by subsection 2 of this section."

It is argued that teachers are guaranteed due process rights by recent court decisions, where certain property or personal interest are involved in non-renewal of contracts, so that the provisions of a'written statement' serve to inhibit the board of education from fully exercising its duty to provide the best possible instructional personnel for the schools.

It was determined that teachers do not have recourse to due process on non-renewal of a limited contract.

Recommendation: KRS 161.750 be left as it is.

> **161.750. Nonrenewal of limited contracts.**—(1) Any teacher employed under a limited contract shall at the expiration of such limited contract be deemed reemployed under the provisions of KRS 161.720 to 161.810 for the succeeding school year at the same salary plus any increment or decrease as provided by the salary schedule, unless the superintendent of schools has recommended to the board of education that the contract of the teacher not be renewed and unless the board has voted to approve said recommendation.
>
> (2) If the board of education approves the superintendent's recommendation, as provided in subsection (1) of this section, the board must present written notice to the teacher that the contract will not be renewed no later than April 30 of the school year during which the contract is in effect. Upon receipt of a request by the teacher, the board shall provide a written statement containing the specific, detailed and complete statement of grounds upon which the nonrenewal of contract is based.
>
> (3) Upon failure of the employing board of education to act favorably on the recommendation of the superintendent not to renew a contract as required by subsection (1) of this section, to give written notice of said nonrenewal as required by subsection (2) of this section or to provide the written statement of grounds required by subsection (2) of this section the teacher shall receive a contract of employment for the next school year; and, if the teacher has served the number of years as required by KRS 161.740(1)(b) or (c), said contract of employment shall be a continuing contract. Such teacher shall be presumed to have accepted such employment, unless he shall notify the board of education in writing to the contrary on or before the fifteenth day of June, and a written contract for the succeeding year shall be executed accordingly. (Enact. Acts 1942, ch. 113, § 4; 1944, ch. 98; 1964, ch. 41, § 4; 1970, ch. 169, § 1; 1976, ch. 103, § 1.)

KRS 161.760 Salaries of teachers, notice - reductions and increase - assignment of personnel

Discussion: It is suggested that section 1 of this statute be amended to provide that a teacher who refuses assignment, or who refuses to report ofr duty as assigned, except under the provisions of KRS 161.155 (4), the teacher thereby waives the right to employment.

It was felt by this subcommittee that the suggested amendment was unnecessary and easily subject to misue.

Recommendation: KRS 161.760 be left as it is.

161.760. Salaries of teachers, notice — Reductions and increase — Assignment of personnel.

(1) Each board of education shall cause notice to be given annually not later than July 1 to each teacher who holds a contract valid for the succeeding school year, stating the best estimate as to the salary to be paid such teacher during such year. Such salary shall not be lower than the salary paid during the preceding school year unless such reduction be a part of a uniform plan affecting the entire district, or unless there is a reduction or elimination of extra service, administrative and/or supervisory duties and responsibilities of the teacher or other certified personnel. Upon requests by the teacher, any reduction or elimination of extra service, administrative and/or supervisory duties and responsibilities shall be accompanied by a written statement of the specific reason or reasons for such reduction or elimination. But nothing herein shall prevent increases of salary after the board's annual notice has been given. All teachers who refuse assignment shall notify the superintendent in writing not later than July 15. Reassignment of certificated personnel after July 15 shall be made only to fill vacancies created by illness, death or resignations; to reduce or increase personnel because of a shift in school population; to make personnel adjustments after consolidation or merger; to assign personnel according to their major or minor fields of training.

(2) Upon recommendation of the superintendent and approval of the board of education reduction of responsibility for a teacher may be accompanied by a corresponding reduction in salary; Provided That written notification setting forth the specific reason or reasons for such reduction shall be furnished the teacher not later than May 15.

(3) Employment of a teacher, under either a limited or a continuing contract, is employment in the school district only and not in a particular position or school.

KRS 161.780 Termination of contract by teacher or superintendent

Discussion: This statute permits under certain conditions the termination of a contract by a teacher or superintendent with only five days written notice. Standard practice throughout the private sector is two weeks notice. The statute should be brought into conformity with current practice.

Recommendation: KRS 161.780 be amended to comply with the above discussion.

161.780. Termination of contract by teacher or superintendent.—No teacher or superintendent shall be permitted to terminate his contract within thirty (30) days prior to the beginning of his school term without the consent of the board; any such teacher or superintendent shall be permitted to terminate his contract at any other time when schools are not in session by giving five (5) days' written notice to the employing board of education. Upon complaint by the employing board to the state superintendent of public instruction and after investigation by him, the certificate of a teacher or superintendent terminating his contract in any other manner than provided in this section may be suspended for not more than one (1) year. (Enact. Acts 1942, ch. 113, § 7; 1944, ch. 98.)

KRS 161.821 Definitions for KRS 161.822 to 161.837

KRS 161.822 Board of education in city of second class authorized to establish civil service system for noninstructional employes - Petition - resolution - creation of commission.

KRS 161.823 Civil service commission - membership - appointment - term - vacancies - compensation - meetings - quorum

KRS 161.824 Employes of commission - appropriation for expenses

KRS 161.825 Noninstructional employes of board of education to be appointed from eligibility lists

KRS 161.826 Rules and regulations governing civil service system

KRS 161.827 Emergency appointments - promotions - classification of present employes

KRS 161.828 Tenure of employes - dismissal or suspension

KRS 161.829 Prohibition against solicitation or assessment, political activity or acceptance of compensation other than salary

KRS 161.830 Political or religious opinions not to be given consideration

KRS 161.831 Manual of instructions

KRS 161.832 Annual notice to employes of salary for coming year - increase or decrease of salary

KRS 161.833 Leave of absence

KRS 161.834 Transfer of employes to other positions

KRS 161.835 Corrupt action, impersonation or giving of false information forbidden

KRS 161.836 Giving of consideration for appointment or promotion forbidden

KRS 161.837 Prosecution of violations of KRS 161.821 to 161.836

Discussion: These statutes are 31 years old and are no longer being used. They are obsolete.

Recommendation: KRS 161.821 - 161.837 be repealed.

Civil Service for Noninstructional Employes of Board of Education of City of Second Class

161.821. Definitions for KRS 161.822 to 161.837.—As used in KRS 161.822 to 161.837:

(1) The term "noninstructional employes" includes all accountants, secretaries, clerical employes, janitors, engineers, custodians, nurses, and other employes not engaged in teaching and/or research professions.

(2) The term "classified service" signifies the competitive classified civil service of the independent school districts under KRS 161.822 to 161.837.

(3) The term "commission" signifies a civil service commission created by KRS 161.822.

(4) "Civil service commissioner" shall be a member of the commission defined in subsection (3) of this section.

(5) The term "appointing authority" signifies the board of education in a city of the second class.

(6) The term "employe" signifies any person holding a position subject to appointment, removal, or promotion by the appointing authority.

(7) A "full time employe" shall be defined as an individual who is employed a minimum of ten (10) months in a calendar year. (Enact. Acts 1946, ch. 201, § 1.)

Collateral Reference. 78 C. J. S., Schools and School Districts, § 145.

161.822. Board of education in city of second class authorized to establish civil service system for noninstructional employes—Petition—Resolution—Creation of commission.—The board of education of independent school districts embracing a city of the second class in the commonwealth of Kentucky is hereby authorized and empowered to establish a system of civil service applicable to and controlling the classification, employment and discharge of noninstructional employes all in the manner provided in KRS 161.822 to 161.837. When a majority of the regular and/or full time noninstructional employes of the board of education in any independent school district embracing a city of the second class shall file with such board a petition requesting the establishment of a civil service system for such employes said board may at its next regular meeting, by resolution spread upon its minutes, recite the filing of such petition and declare the board's purpose thereby to establish and thereafter administer and operate such system of civil service by the commission hereby created under the powers herein conferred and in the manner authorized and pursuant to provisions of KRS 161.821 to 161.837. Thereupon the board of education shall appoint and constitute the civil service commission in the manner and consisting of the persons provided in KRS 161.823. (Enact. Acts 1946, ch. 201, § 2.)

Collateral References. 15 Am. Jur. (2d), Civil Service, § 14. 78 C. J. S., Schools and School Districts, §§ 90, 146.

161.823. Civil service commission — Membership — Appointment — Term — Vacancies — Compensation — Meetings — Quorum.—(1) Upon the adoption by the board of education of any independent school district embracing a city of the second class of the resolution provided in KRS 161.822, and the appointment of the civil service commission therein provided for, there shall thereby be created in such school district a civil service commission consisting of the chairman of the board of education, the superintendent of schools, the attorney for the board of education, and two (2) other elected and qualified members of the board to be named by the chairman. All of said appointments shall be for a period of two (2) years. Any vacancies occurring in the membership of said commission shall be immediately filled for the unexpired terms by the chairman of the board of education. Said members of the commission, except the attorney, shall serve without compensation. The board of education shall compensate the attorney with a sum of not less than three hundred dollars ($300) per annum nor more than six hundred dollars ($600) per annum. The chairman of the board of education shall be chairman of the commission and the superintendent of schools shall be secretary and chief examiner.

(2) The commission shall meet regularly each calendar month at such hour and at a place convenient and suitable to be designated and provided and equipped by the board of education. Special meetings may be called by the chairman or by any three (3) members by delivering reasonable written notice to each member. A quorum of said commission shall consist of not less than three (3) members for the transaction of such business as may come before it. (Enact. Acts 1946, ch. 201, § 3.)

Collateral Reference. 62 C. J. S., Municipal Corporations, § 690.

161.824. Employes of commission—Appropriation for expenses.— (1) Each board of education civil service commission may employ such examiners and clerical and other assistants as the secretary-chief examiner may in the judgment of the board of education require, and shall determine, by order of record, the terms of office, duties, and services to be performed and the compensation of all persons so employed.

(2) The board of education of said city, upon recommendation of the civil service commission, shall make an annual appropriation sufficient to cover all salaries and necessary expenses of said commission and its employes. (Enact. Acts 1946, ch. 201, § 4.)

Collateral Reference. 62 C. J. S., Schools and School Districts, § 690.

161.825. Noninstructional employes of board of education to be appointed from eligibility lists.— (1) All accountants, secretaries, nurses and other clerical employes of the board of education shall be selected and appointed by the board of education from lists furnished said board by the civil service commission.

(2) All custodians, janitors, engineers, and other noninstructional employes of the board of education shall be selected and appointed by the board of education from lists previously submitted to the board for that purpose by the commission. These lists shall include only those names appearing upon the eligibility lists as provided for in KRS 161.826. (Enact. Acts 1946, ch. 201, § 4.)

Collateral Reference. 78 C. J. S., Schools and School Districts, § 146.

161.826. Rules and regulations governing civil service system.— Such rules and regulations shall, among other things, provide:

(1) For standardization and qualifications for all positions. All salaries shall be uniform for like grade and years of service. Grades of service shall be standardized and classified by the board of education.

(2) For keeping minutes of its own proceedings and records of its examinations and other official actions. The commission shall prepare, continue and keep in its office, a complete roster of all persons in the classified service.

(3) For open and competitive tests, ascertaining the relative fitness of all applicants for appointment to classified positions. All tests shall be practical and related only to matters which fairly measure the relative fitness of the candidates to discharge the duties of the positions to which they seek appointment. Notice of such tests shall be given by publication pursuant to KRS chapter 424 and by posting a notice on the door of the board of education office.

(4) That the commission shall require persons applying for admission to any examination, provided for by KRS 161.821 to 161.837 or by the rules of the commission prescribed thereunder, to file with the commission within a reasonable time prior to the proposed examination a formal application in which the applicant shall state under oath or affirmation:

(a) Full name, residence and post office address.

(b) Nationality, age, and place and date of birth.

(c) Health and physical capacity for the public service sought.

(d) Business and employments and residences for five (5) previous years.

(e) Such other information as may be reasonably required touching the applicant's merit and fitness for the public service sought; but no inquiry shall be made as to any religious or political opinions or affiliations of the applicant.

(5) That no fee or other assessment shall be charged for examination for positions. Blank forms for applications shall be furnished by the commission without charge to any persons requesting the same. The commission may require references as the good of the service may demand. The commission may refuse to examine an applicant, or after an examination to certify an eligible, who is found to lack any of the established preliminary requirements for the examination or who is physically so disabled as to be rendered unfit for the performance of the duties of the position which he seeks, or who is addicted to the habitual use of intoxicating liquors or drugs to excess, or who has been guilty of any crime or of infamous or notoriously disgraceful conduct, or who has been dismissed from any branch of the civil service for delinquency or misconduct, or who has made false statements of any material fact, or practiced or attempted to practice, any deception or fraud in his application or in his examination, in establishing his eligibility or securing his appointment.

(6) That from the returns of the examinations the commission shall prepare an eligible list of the persons whose general average standing upon examinations for such grade or class is not less than the minimum fixed by the rules of the commission and who are otherwise eligible; and such persons shall take rank upon the eligible list as candidates in the order of their relative excellence as determined by the examination without reference to priority of time of examination. In the event of two (2) or more applicants receiving the same mark in an examination, priority in the time of the application shall determine the order in which their names shall be placed on the eligible list. The term of eligibility of each list shall be fixed by the commission at not less than one (1) year nor more than two (2) years. When an eligible list is reduced to three (3) names or less a new list shall be prepared.

(7) That any soldier, sailor, marine, or member of the army nurse corps who has served in the army, navy or hospital service of the United States in the war with the central powers of Europe between the dates of April 6, 1917 and November 11, 1918, or in World War II, who has been honorably discharged therefrom and is a resident of Kentucky, upon filing with the commission a certificate of service and honorable discharge, shall receive additional grade of twenty per cent (20%) to the grade he otherwise rates.

(8) For the creation of the above eligibility lists, upon which shall be entered the names of successful candidates in the order of their standing in examinations for the filling of positions by the board of education from the three (3) candidates graded highest on such eligibility list, which list shall remain in force not longer than two (2) years. In the absence of an appropriate eligibility list, any place may be filled temporarily by the board of education without examination for a period not to exceed six (6) months, during which time the civil service commission shall hold the necessary examinations for the filling of the place permanently.

(9) That no person shall be appointed or employed under any title not appropriate to the duties to be discharged, and no person shall be transferred or assigned to perform any duties of any position subject to competitive tests equivalent to that required for the position to be filled.

(10) That any person appointed from the eligibility list and laid off for lack of work shall be placed at the head of the eligibility list for reappointment for a period of eligibility as provided by the rules of the board.

(11) For a period of probation not exceeding one (1) year before an appointment is made permanent.

(12) For reinstatement on the eligibility list of persons who, without fault or delinquencies, are separated from the service.

(13) For promotion from lower grades to the higher, based upon records of efficiency and seniority to be furnished by the superintendent of schools. (Enact. Acts 1946, ch. 201, § 5; 1966, ch. 239, § 147.)

Cross-References. Advertisements of state agencies, KRS ch. 424.

Collateral Reference. 78 C. J. S., Schools and School Districts, § 690.

161.827. Emergency appointments—Promotions—Classification of present employes.—(1) Whenever there are urgent reasons for filling a vacancy in any position in the classified service and the commission is unable to certify to the appointing authority, upon request of the latter, a list of persons eligible for appointment after a competitive examination, the appointing authority may make a provisional appointment to fill a vacancy until a selection and appointment can be made after competitive examination; but such provisional appointment shall continue in force only until regular appointment can be made from eligible lists prepared by the commission and such eligible lists shall be prepared within ninety (90) days thereafter.

(2) Vacancies in positions in the classified service shall be filled insofar as practicable by promotions. All examinations for promotions shall be competitive. In promotional examinations efficiency and seniority in service shall form a part of the maximum mark attainable in such examination.

(3) Within six (6) months after the civil service commission has promulgated rules provided for in KRS 161.826, all employes then in the service of the board of education are to be classified by the commission upon the basis of a recommendation from the chief examiner, and if the service of any such employe has been satisfactory to the board of education over a period of one (1) year his appointment shall become permanent. (Enact. Acts 1946, ch. 201, § 6.)

Collateral Reference. 78 C. J. S., Schools and School Districts, §§ 146, 151.

161.828. Tenure of employes—Dismissal or suspension.—(1) Under KRS 161.821 to 161.837 tenure of employes of the board of education shall remain in force during good behavior and efficient and competent service, and shall not be terminated except for any of the following causes: Insubordination, immoral character, conduct unbecoming the employe, inefficiency, incompetency, physical or mental disability, neglect of duty, dishonesty, drunkenness, violation of the provisions of KRS 161.821 to 161.837 or the rules of the commission.

(2) No employe shall be dismissed or suspended unless furnished with a written statement, specifying in detail the charge or charges against said employe, signed by the chairman of the board of education and naming a date and place at which the employe may appear before the board of education and answer said charge or charges. Said date for the hearing shall not be less than twenty (20) nor more than thirty (30) days after the service of such charges upon the employe. The employe shall within ten (10) days after the receipt of the written statement of such charges notify the board of education of his intention to appear and answer such charges, and upon failure of the employe to give such notice the board of education may dismiss the employe by a majority vote and such dismissal shall be final.

(3) Upon receipt of the employe's notice of intention to appear and answer such charges, the board of education shall issue such subpoenas as shall be necessary for the determination of the issues involved. The issues shall be heard at the time and place set and the hearing shall be public or private at the discretion of the employe.

(4) Both parties may be represented by counsel and may require the presence of witnesses upon subpoena. Each witness shall be required to take oath or affirmation before the chairman of the board of education. The board of education shall provide for a stenographic report of the proceedings and furnish the employe with a copy. Upon completion of both sides of the case, the board of education may by a majority vote dismiss the employe or may defer its action for not more than five (5) days.

(5) The board of education may on recommendation of the superintendent suspend an employe pending similar action to terminate his employment if, in its judgment, the character of the charges warrants such action. If after the hearing the decision of the board is against termination of employment, the suspended employe shall be paid his full salary for the period of such suspension.

(6) The employe shall have the right to make an appeal both as to law and as to fact to the circuit court. If said appeal is not made within thirty (30) days after the final action of the board, then the decision of the board of education shall be final. Either the employe or the board may appeal from the action of the court to the Court of Appeals. (Enact. Acts 1946, ch. 201, § 7.)

Collateral Reference. 47 Am. Jur., Schools, § 139.

161.829. Prohibition against solicitation or assessment, political activity or acceptance of compensation other than salary.—(1) No person in the service described under KRS 161.821 to 161.837 shall directly or indirectly give, solicit, or receive or be in any manner concerned in giving, soliciting, or receiving any assessment, subscription, or contribution for any political party or for any purposes whatever. No person connected with said service shall orally or by letter solicit or in any manner be concerned in the soliciting of any assessment, subscription or contribution for any political party or for any purpose from any person holding a position under KRS 161.821 to 161.837.

(2) No person in any branch of this service shall act as an officer of any political organization or be a member thereof or take any active part in any political campaign or serve as a member of any committee of any political organization or circulate or seek signatures to any petition provided for any primary or general election or act as a worker in the polls in favor of or opposed to any candidate for election or nomination to any public office whether federal, state, county, or municipal.

(3) No member of any civil service commission, officer, or employe shall receive or accept any money or compensation not provided by law for any services or neglect of duty in addition to his salary or compensation provided for in KRS 161.821 to 161.837. (Enact. Acts 1946, ch. 201, §§ 8, 12.)

161.830. Political or religious opinions not to be given consideration.—No question in any examination held under the provisions of KRS 161.821 to 161.837 which relates to any political or religious opinions, affiliations, or service, and no appointment, transfer, promotion, increase or reduction in compensation, suspension, or removal shall be affected or influenced by such opinions or affiliations. (Enact. Acts 1946, ch. 201, § 9.)

Collateral Reference. 78 C. J. S., Schools and School Districts, § 146.

161.831. Manual of instructions.—The civil service commission created in KRS 161.822 shall provide a manual of instructions consistent with the provisions of KRS 161.821 to 161.837 for the use of persons who wish to acquire a knowledge of the rules and regulations of said commission and the duties of the members of the employes' group under KRS 161.821 to 161.837. (Enact. Acts 1946, ch. 201, § 11.)

161.832. Annual notice to employes of salary for coming year—Increase or decrease of salary.—Each board of education shall cause notice to be given annually, not later than July 1, to each employe under KRS 161.821 to 161.837, for the succeeding school year, stating the best estimate as to the salary to be paid each employe during such year. Such salary shall not be lower than the salary paid during the preceding year unless such reduction be a part of a uniform plan affecting the entire district. But nothing herein shall prevent increases of salary after the board's annual notice has been given. (Enact. Acts 1946, ch. 201, § 13.)

161.833. Leave of absence.—Upon written request of an employe a board of education may grant a leave of absence for a period of not more than two (2) consecutive years where illness, maternity, or other disability is the reason for the request. Upon subsequent request, such leave may be renewed by the board. Upon the return to service of an employe at the expiration of a leave of absence, he shall resume the status which he held prior to such leave. (Enact. Acts 1946, ch. 201, § 14.)

Collateral Reference. 78 C. J. S., Schools and School Districts, § 217.

161.834. Transfer of employes to other positions.—With the consent of the commission the board of education may transfer a person holding an office or position in the classified service to a comparable position in another office, department or institution having the same pay and similar duties; but no transfer shall be made from an office or position in one (1) class to an office or position in another class, nor shall a person be transferred to an office or position for original entrance to which there is required, by KRS 161.821 to 161.837 or the rules adopted pursuant thereto, an examination involving essential tests or qualifications or carrying a salary different from or higher than those for original entrance to an office or position held by such person. (Enact. Acts 1946, ch. 201, § 15.)

161.835. Corrupt action, impersonation or giving of false information forbidden.—No person or officer shall wilfully or corruptly by himself or in cooperation with one or more persons defeat, deceive or obstruct any person in respect to his or her right of examination, appointment or employment according to KRS 161.821 to 161.837, or to any rules or regulations prescribed pursuant thereto; or wilfully or corruptly, falsely mark, grade, estimate or report upon the examination or proper standing of any person examined, registered or certified pursuant to the provisions of KRS 161.821 to 161.837, or aid in so doing; or wilfully or corruptly make any false representations concerning the same, or concerning the person examined; or wilfully or corruptly furnish to any person any special or secret information for the purpose of either improving or injuring the prospects or chances of any person so examined, registered or certified, or to be examined, registered or certified; or personate any other person or permit or aid in any manner any person to personate him, in connection with any examination, registration, or appointment or application or request to be examined, registered or appointed; or who shall furnish any false information about himself, or any other person, in connection with any examination, registration or appointment or application or request to be examined, registered or appointed. (Enact. Acts 1946, ch. 201, § 16.)

161.836. Giving of consideration for appointment or promotion forbidden.—No applicant for appointment or promotion in the classified service shall, directly or indirectly, pay or promise to pay any money or other valuable thing, nor shall he ask or receive any recommendation or assistance from any person, upon the consideration of any political service to be rendered, for or on account of his appointment or promotion or proposed appointment or promotion. (Enact. Acts 1946, ch. 201, § 17.)

161.837. Prosecution of violations of KRS 161.821 to 161.836.—Prosecutions for the violation of the provisions of KRS 161.821 to 161.836 or the rules and regulations of the commission established in conformity thereto shall be instituted by the commonwealth's attorney for the county in which the offense is alleged to have been committed; and prosecutions for violations of KRS 161.821 to 161.836 and the rules and regulations of any commission, by any employe of such board shall be instituted by such commission through the legal department of the board of education. (Enact. Acts 1946, ch. 201, § 18.)

KRS 161.841 Retirement plan for non-instructional school employes

Disucssion: This statute relates only to an independent school district embracing a city of the first class. There is no longer such a district in existence. Furthermore, the statutes now provide for coverage of non-instructional school employes under the county employment retirement system.

Recommendation: KRS 161.841 be repealed.

161.841. Retirement plan for noninstructional school employes.—The board of education of any independent school district embracing a city of the first class is hereby authorized and empowered to establish a retirement plan applicable to regular or full-time noninstructional employes when a majority of such employes shall file with the board a petition requesting the establishment of a retirement plan. The establishment of the plan may be effected by a resolution of the board spread upon the minutes reciting the filing of the petition and declaring the board's purpose thereby to establish and thereafter administer and operate such plan of retirement. (Enact. Acts 1950, ch. 197.)

KRS 161.990 Penalties

Discussion: KRS 161.821 - 161.837 has been recommended for repeal; therefore, section 6 of this statute is no longer needed.

Recommendation: KRS 161.990 section 6 be repealed.

PENALTIES

161.990. Penalties.—(1) Any person who wilfully violates any provisions of KRS 161.162 or 161.164, shall be confined in jail for not less than thirty (30) days nor more than six (6) months.

(2) Any teacher or employe of a district board of education who wilfully violates any provisions of KRS 161.162 or 161.164 shall be ineligible for employment in the common schools for a period of five (5) years.

(3) Any person who violates any of the provisions of KRS 161.190 shall be fined not less than ten dollars ($10.00) nor more than one hundred dollars ($100).

(4) Any teacher who violates any of the provisions of subsection (2) of KRS 161.210 shall be subject to a fine of fifty dollars ($50.00) and upon conviction his certificate shall be revoked.

(5) A violation of any of the provisions of KRS 161.661 or KRS 161.690 is a misdemeanor and upon conviction shall be punished by a fine of not more than five thousand dollars ($5,000).

(6) Any person charged with the administration of KRS 161.821 to 161.837 who shall violate any of the provisions thereof, shall be guilty of a misdemeanor and shall upon conviction be punished by a fine of not less than fifty dollars ($50.00) nor more than one thousand dollars ($1,000). (4503-6, 4503-8, 4506b-50: amend. Acts 1946, ch. 201, § 10; 1962, ch. 244, Art. IV, § 3; 1972, ch. 82, § 24.)

Recommendation: It is recommended that the term "certified school employes" replace the word "teacher" in all statutes which require a definition of any person for whom certification is required as a basis of employment in the public schools of the state.

KRS 156.060 Quorum; meetings; location of office; per diem; traveling expenses (State Board of Education)

Discussion: It is suggested that this statute be amended to permit a per diem increase from $25.00 to $50.00.

The subcommittee agrees that state school board members need to have a per diem increase of a reasonable amount. We did not determine what that amount should be; but intend for it to be consistent with other per diem increases for state officials.

This statute was not discussed by the Joint Interim Committee.

Recommendation: KRS 156.060 be amended to permit an increase in the per diem of state school board members.

156.060 Quorum; meetings; location of office; per diem; traveling expenses

A majority of the board shall constitute a quorum for the transaction of business. The board shall meet not less than every three (3) months and at such other times as it may be called as provided in this section. Special meetings of the board may be called by the chairman, and upon written request of two (2) members the chairman shall call a special meeting of the board to be held not later than twenty (20) days following receipt of the written request. The chairman shall give notice through the secretary by registered mail or by certified mail, return receipt requested to each member of the board at least ten (10) days prior to the time of any meeting, unless all members of the board waive notice in writing. The offices of the board shall be at the seat of government in the department of education and shall be provided by the state. Members of the board may receive a per diem of twenty-five dollars ($25.00) for each regular or special meeting attended and actual expenses for attending meetings, and may be reimbursed for other actual and necessary expenditures incurred in the performance of their duties authorized by the board. The per diem and expenses shall be paid out of the appropriation for the state board of education.

KRS 157.290 Tentative pre-approval of plans for special education programs

Discussion: It has been suggested that this statute is obsolete and needs to be repealed.

This statute was not discussed by the Joint Interim Committee.

Recommendation: KRS 157.290 be repealed.

157.290. Tentative preapproval of plans for special education programs.—The local superintendent of schools shall present to the superintendent of public instruction an application for tentative preapproval of a plan for special education programs for exceptional children. (Enact. Acts 1948, ch. 4, § 10; 1962, ch. 169, § 9.)

KRS 158.010 Uniform school system to be maintained; variations

Discussion: It is suggested that this statute be amended to allow all county school districts to be authorized to provide special programs and services to one area of the district in contrast to other areas where variation is a reasonable one based on an attempt to equalize the education progress of the students within the district.

This subcommittee feels that every effort should be made to maintain a uniform system of common schools in Kentucky; and that the proposed amendment would allow local school boards to provide programs and equipment and facilities in one district school that they were not required to provide for others. This statute was written for Jefferson County. It is neither appropriate nor necessary for smaller districts.

This amendment was approved by the Joint Interim Committee.

Recommendation: KRS 158.010 section 2 be deleted if it is no longer needed for Jefferson County; otherwise, leave the statute as it is.

CONDUCT OF SCHOOLS

158.010. Uniform school system to be maintained—Variations.—(1) A uniform system of common schools shall be maintained in Kentucky.

(2) County school districts in a county having 300,000 or more inhabitants are authorized to provide special programs and services to one (1) area of the district in contrast to other areas where the variation is a reasonable one based on an attempt to equalize the education progress of the students within the district. (4363-1: amend. Acts 1972, ch. 254, § 5.)

KRS 158.110 Transportation of pupils

Discussion: It is suggested that this statute be amended by substituting the language of the original mandate prior to its amendment by the 1976 General Assembly. In its present form it is of questionable constitutionality, although the ruling is not yet in.

The Joint Interim Committee passed over this amendment and left it as it is.

Recommendation: KRS 158.110 be amended to comply with the above discussion.

158.110. Transportation of pupils.—(1) Boards of education may provide transportation from their general funds or otherwise for any pupil of any grade to the nearest school to said pupil's residence within the district who does not live within a reasonable walking distance to such nearest school of appropriate grade level.

(2) When space is not available at the nearest school, boards of education may provide transportation from their general funds or otherwise for any pupil of any grade who does not live within a reasonable walking distance to the nearest school of appropriate grade level where space is available.

(3) Public elementary and secondary schools shall not change their present grade level structure without written permission from the state board of education.

(4) The boards of education shall adopt such rules and regulations as will insure the comfort, health and safety of the children who are transported, consistent with the rules and regulations of the state board of education dealing with the transportation of pupils. (4399-20: amend. Acts 1944, ch. 173, § 10; 1976, ch. 78, § 3, effective March 29, 1976.)

158.170 Bible to be read

Discussion: This statute is unconstitutional and it is suggested for repeal.

The Joint Interim Committee passed over this amendment; left it as it is.

Recommendation: KRS 158.170 be repealed.

158.170. Bible to be read.—The teacher in charge shall read or cause to be read a portion of the Bible daily in every classroom or session room of the common schools of the state in the presence of the pupils therein assembled, but no child shall be required to read the Bible against the wish of his parents or guardian. (4363-7.)

Kentucky Law Journal. Lassiter, The McCollum Decision and the Public School, 37 Ky. L. J. 402 (1949).

Opinions of Attorney General. A school teacher may read any portion of the New Testament to students while in a public classroom. OAG 60-1009.

The prohibition against the conduct of religious or devotional exercises through a reading of the Bible in the common school system is not circumvented by the designation of such activities as "classes." OAG 63-790.

Because of the difficulty of communication for community churches, nonsectarian nondenominational religious instruction can be given to deaf children at the deaf school on a voluntary basis on Sunday by teachers employed by the school. OAG 64-111.

Children can say grace before lunch in the schools. OAG 64-111.

Lunch periods could not be used to conduct religious classes if the district is utilizing portions of the lunch period to meet the six-hour school work requirement of KRS 158.060. OAG 64-111.

Missionaries would be precluded from making periodic visits to the schools to conduct religious services during regular scheduled periods. OAG 64-111.

The nativity scene can be used in schools at Christmas so long as no religious significance is attached thereto. OAG 64-111.

The utterance of prayers or the reading of the Bible can continue in PTA meetings and voluntary Bible classes held without the regular school hours or school curriculum. OAG 64-111.

There would be nothing objectionable in a student, during a period of meditation, voluntarily or spontaneously saying a prayer, silent or vocal, but a teacher could not do so. OAG 64-111.

DECISIONS UNDER PRIOR LAW

1. Sectarian Book.

The Bible is not a sectarian book. Hackett v. Brooksville (1905), 120 Ky. 608, 27 K. L. R. 1021, 87 S. W. 792, 117 Am. St. 599.

Collateral References

47 Am. Jur., Schools, § 209.

Power of school authorities to provide course of Bible study. 70 A. L. R. 1314.

Prayer: what constitutes "prayer" under federal constitutional prohibition of prayer in public schools, 30 A. L. R. (3d) 1352.

Sectarianism in schools—Bible reading and the like, 5 A. L. R. 866; 141 A. L. R. 1145.

KRS 159.990 Penalties

Discussion: The penalties for willfully failing to comply with the compulsory attendance statutes are so small that they are ineffective in requiring children to attend school. It is suggested that this statute be amended to retain the ten dollar fine on first offenses, but raises the fine on subsequent offenses to one hundred dollars.

The members of this subcommittee felt that a one hundred fine would be no more effective in requiring people to send their children to school than a twenty dollar fine. Many offenders don't pay the fines anyway.

The Joint Interim Committee approved this amendment.

Recommendation: KRS 159.990 be left as it is.

159.990. Penalties.—(1) Any parent, guardian or custodian who wilfully fails to comply with the requirements of KRS 159.010 to 159.170 shall be fined not more than ten dollars ($10.00) for the first offense, and not more than twenty dollars ($20.00) for each subsequent offense. The court trying the case may suspend enforcement of the fine if the child is immediately placed in attendance at a school, and may finally remit the fine if the attendance continues regularly for the full school term. School attendance may be proved by an attested certificate of the principal or teacher in charge of the school.

(2) Any principal, teacher, director of pupil personnel, assistant director of pupil personnel or other school officer who wilfully fails to comply with the provisions of KRS 159.010 to 159.260, or of KRS 160.330 shall be fined not less than twenty-five dollars ($25.00) nor more than fifty dollars ($50.00). Upon conviction under this subsection a director of pupil personnel or assistant director of pupil personnel shall be removed from office and have his certificate revoked, and a principal, teacher or other school officer may have his certificate revoked.

(3) Any person, other than those persons mentioned in subsections (1) and (2) of this section, who fails to comply with any of the provisions of this chapter relating to compulsory attendance, or who violates any of the provisions of KRS 159.130, shall be fined not less than fifty dollars ($50.00) nor more than two hundred dollars ($200), or imprisoned in the county jail for not more than sixty (60) days, or both.

(4) Any person who violates any of the provisions of KRS 159.270 shall be liable to a fine of not less than fifty dollars ($50.00) and shall be liable to the punishment prescribed by law for the crime of false swearing. If he is an officer he shall be removed from office, and if he is a director of pupil personnel his certificate shall be revoked.

(5) All fines imposed and all sums required to be paid as penalties under this section shall, after payment of the costs of prosecution and recovery thereof, be paid into the treasury of the district board of education and become a part of the school fund of the district. (4434-13, 4434-20 to 4434-24, 4434-28: amend. Acts 1966, ch. 89, § 8.)

KRS 160.180 Qualifications of board members - when not to vote

Discussion: Three suggestions have been made in regard to amending this statute.

1. It is suggested that section 2 be clarified to conform with opinions of the Attorney General, to the effect that the board member's votes on the board of education continue to be valid, until the board member resigns or is ousted by action of the Attorney General.

2. It is suggested that section 1d be amended to read "Who holds or discharges the duties of any civil or political office, except that of a member of the Kentucky General Assembly, deputyship or agency under the city or county of his residence;"

3. It is suggested that section 1e be amended to read "who, at the time of his election, is directly or indirectly interested in the sale to the board of books, stationery, or any other property, materials, supplies, equipment or services for which school funds are expended;"

Regarding the amendment to section 1e, it was determined that the legal interpretation would remain the same either way, ie. with "indirectly" left in the statute or deleted. It was decided by this subcommittee that leaving "indirectly" in the statute would better clarify for board members what is allowed and what is not.

The Joint Interim Committee approved amendment to section 2 and 1e. They did not approve amendment to section 1d.

Recommendation: KRS 160.180 section 2 and 1d be amended to comply with the above discussion. Section 1e be left as it is.

160.180. Qualifications of board members—When not to vote.—(1) No person shall be eligible to membership on a board of education:

(a) Unless he has attained the age of twenty-four (24) years; and

(b) Unless he has been a citizen of Kentucky for at least three (3) years preceding his election and is a voter of the district for which he is elected; and

(c) Unless he has completed at least the eighth grade in the common schools as shown by the records of the school in which the eighth grade was completed or by affidavits of the teacher or teachers under whom the work was completed, or unless he has the equivalent of an eighth grade education as determined by an examination held under rules and regulations adopted by the state board of education; or

(d) Who holds or discharges the duties of any civil or political office, deputyship or agency under the city or county of his residence; or

(e) Who, at the time of his election, is directly or indirectly interested in the sale to the board of books, stationery or any other property, materials, supplies, equipment or services for which school funds are expended; or

(f) Who has been removed from membership on a board of education for cause.

(2) If, after the election of any member of the board, he becomes interested in any contract with or claims against the board, of the kind mentioned in paragraph (e) of subsection (1) of this section, or becomes a candidate for nomination or election to any office or agency the holding and the discharging of the duties of which would have rendered him ineligible before election, or if he moves his residence from the district for which he was chosen, or if he does anything that would render him ineligible for re-election, his office shall without further action be vacant.

(3) A board member shall be eligible for re-election unless he becomes disqualified.

(4) No member of a board of education shall vote regarding the appointment or employment in any capacity of any person related to him as father, mother, brother, sister, husband, wife, son, daughter, nephew, niece, aunt, uncle, son-in-law, daughter-in-law or first cousin, and the majority vote of the remainder of the board is required in case of appointment or employment of such person. (4399-22.)

KRS 160.240 General election laws apply - procedure - expenses

Discussion: If this statute is not obsolete in its entirety, it should be revised to conform to revised procedures.

It is the opinion of this subcommittee that this statute is no longer needed.

The Joint Interim Committee revised this statute to read:

1. The general election laws shall apply to all elections of school board members.

2. In school districts embracing cities of the first five classes the expense of the election shall be paid by the city from its general funds. In all other districts the expense shall be paid by the fiscal court out of its general funds.

Recommendation: KRS 160.240 be repealed.

160.240. General election laws apply—Procedure—Expense.—(1) The general election laws shall apply to all elections of school board members. The sheriff of the county in which the school district is situated shall provide for each precinct in the district a separate box for the reception of ballots used in the election of members of the board of education. The judge of election of the opposite political party to the clerk of election in each precinct shall issue the school ballots and observe, as to these ballots, the regulations for the issue and deposit of ballots as are prescribed for elections generally.

(2) In school districts embracing cities of the first five (5) classes the expense of the election shall be paid by the city from its general funds. In all other districts the expense shall be paid by the fiscal court out of its general funds. (4399-25.)

KRS 160.306 Implementation of KRS 160.305; pilot projects

Discussion: As written, this statute mandates the Department of Transportation to establish pilot projects that, according to KRS 160.305, can only be established with the approval of the local board of education.

The Joint Interim Committee passed over this suggested repeal; left it as it is.

Recommendation: KRS 160.306 be repealed.

160.306. Implementation of KRS 160.305—Pilot projects.—The department of transportation shall establish pilot projects in ten (10) local school districts for the purpose of transportation services as provided in KRS 160.305. (Enact. Acts 1976, ch. 251, § 1.)

KRS 160.380 School employees; superintendent to recommend; qualifications; when employed

Discussion: It is suggested that the following amendments be made in this statute:

All appointments, promotions and transfers of principals, teachers7 certified personnel and other public school employees, unless otherwise provided for by statute, shall be made only upon the written recommendation of the superintendent of schools, subject to the approval of the board. If the board of education cannot agree with the superintendent as to any legally qualified person recommended by the superintendent, the board of education or the superintendent may appeal to the state board of education to review the case and the decision of the state board of education shall be final.............[Supervisors, principals, teachers] Certified personnel and other employees may be appointed by the board of education for any school year at any time after......

It was determined that the superintendent should have the right of appeal to the state board in cases where the local board refuses to appeal and leaves a situation which cannot be concluded.

The Joint Interim Committee approved the amendment with the exception of adding or the superintendent. They did not consider that addition; it was originated by the Task Force Subcommittee.

Recommendation: KRS 160.380 be amended as indicated in the above discussion.

> **160.380. School employes—Superintendent to recommend—Qualifications—When employed.**—All appointments, promotions and transfers of principals, supervisors, teachers and other public school employes shall be made only upon the recommendation of the superintendent of schools, subject to the approval of the board. If the board of education cannot agree with the superintendent as to any legally qualified person recommended by the superintendent, the board of education may appeal to the state board of education to review the case and the decision of the state board of education shall be final. All employes of the board shall have such qualifications as are prescribed by law and by the regulations of the state board of education and of the employing board. Supervisors, principals, teachers and other employes may be appointed by the board of education for any school year at any time after February 1 next preceding the beginning of the school year. (4399-34: amend. Acts 1942, ch. 113, § 13; 1958, ch. 126, § 18; 1966, ch. 89, § 11; 1974, ch. 88, § 1.)

KRS 160.590 Special funds - disposition of

Discussion: It is suggested that the following amendment be made in this statute:

................If two (2) or more districts are entitled to the income of the same fund, they may by concurrent action divide the fund between them in proportion to their [census enumeration] average daily attendance, as determined for allocation of foundation program funds.

The situation of deriving income from a special fund does not exist often. When it does exist, dividing it on an average daily attendance basis would more directly relate amount of money to number of students.

The Joint Interim Committee passed over this amendment; left it as it is.

Recommendation: KRS 160.590 be amended as suggested in the above discussion.

> **160.590. Special funds—Disposition of.**—A board of education of a district owning a fund from which it is to receive only the income may, if there is no constitutional or other lawful provision to the contrary, convert the same to its general school fund. If two (2) or more districts are entitled to the income of the same fund, they may by concurrent action divide the fund between them in proportion to their census enumeration. (4399-60.)
>
> Cited: Japs v. Board of Education (1956), 291 S. W. (2d) 825.
>
> Collateral Reference. 79 C. J. S., Schools and School Districts, § 411.

KRS 160.597 Levy may be recalled (optional taxes)

Discussion: It is suggested that this statute be repealed. It imposes an undue hardship on many boards of education who are in the greatest need of funds that would be derived from one of the optional taxes.

It is the opinion of this subcommittee that the right of people to determine the amount of tax they will pay in support of local schools should not be repealed.

The Joint Interim Committee did not discuss this amendment.

Recommendation: KRS 160. 597 be left as it is.

160.597 Levy may be recalled

Any school tax authorized by KRS 160.593 to 160.597, 160.601 to 160.633, and 160.635 to 160.648 may be recalled as follows:

(1) The order or resolution levying any of the school taxes designated heretofore in this section shall go into effect not less than thirty (30) days nor more than ninety (90) days after its passage. If during the thirty (30) days immediately following the passage of the order or resolution a petition signed by a number of registered and qualified voters equal to fifteen per cent (15%) of the votes cast in the school district or combined taxing district levying the tax for the office receiving the greatest total vote at the last preceding presidential election is presented to the school board protesting against passage of the order or resolution, the order or resolution shall be suspended from going into effect for that district until after the election provided for in subsection (2) of this section. Each sheet of the petition shall contain the names and addresses of voters in but one (1) voting precinct and each sheet shall state the name, number, or designation of the precinct and, where applicable, the name, number or designation of the district or ward wherein the precinct is situated. Each voter shall sign his name in the same manner as he signed the current registration form described in KRS 116.155 or subsection (2) of KRS 116.045, as the case may be. If the signature is difficult to read, the voter shall, on the same line legibly write or print his name in the same fashion as he signed it. One or more persons shall verify by affidavit the signatures and addresses of the signers of the petition. The board or boards of registration in the county shall provide necessary and appropriate aid to the school board or boards so that the latter may make the determination of whether the petition contains enough signatures of qualified voters to suspend the effect of the order or resolution.

(2) Thereupon, if it has been determined that the petition contains enough valid signatures to suspend the effect of the order or resolution, the county board of elections shall submit to the voters of the school district in which a valid recall petition has been filed pursuant to subsection (1) of this section at the next regular November election the question as to whether the tax shall be levied. The question shall be so framed that the voter may by his vote answer, "for" or "against." If a majority of the votes cast in a district or combined taxing district upon the question oppose its passage, the order or resolution shall not go into effect in that district or combined taxing district. If a majority of the votes cast in a district or combined taxing district upon the question favor its passage, the order or resolution shall go into effect in that district. In the event that the election is to be held in more than one (1) school district within a county the votes shall be counted separately.

KRS 161.140 Duties of school employes prescribed by board of education

Discussion: This statute empowers boards of education to prescribe the duties to be performed by all persons in public school service. At the same time KRS 160.290 sets out the general powers and duties of a local board of education. Therefore, it suggested that 161.140 be repealed as its provisions are covered elsewhere.

The Joint Interim Committee did not discuss this statute.

Recommendation: KRS 161.140 be repealed.

161.140. Duties of school employes prescribed by board of education.

Each board of education shall prescribe the duties to be performed by all persons in public school service in the district.

HISTORY: KS 4503-1

KRS 161.170 Teachers to enforce course of study and use of books - removal for failure

Discussion: A strict interpretation of this statute could restrict the scope of a teacher's activity to "the course of study", "the legally authorized textbooks", and "rules and regulations prescribed for the schools". Since the content of this statute is covered adequately in two other statutes, KRS 160.290 and KRS 161.790, it is not necessary for this statute to remain on the books.

The Joint Interim Committee did not discuss this statute.

Recommendation: KRS 161.170 be repealed.

161.170. Teachers to enforce course of study and use of books — Removal for failure.

Each teacher in the public schools shall enforce the course of study, the use of the legally authorized textbooks, and the rules and regulations prescribed for the schools. If any teacher wilfully refuses or neglects to comply with the law or such rules and regulations the board of education, upon recommendation of the superintendent, may remove him at any time. When so removed the teacher shall receive payment only for the time taught.

KRS 161.185 Teacher or Staff Member to Accompany Students on School Endorsed Trips

Discussion: It is suggested that this statute requiring a member of the school faculty or administrative staff to accompany students on all school-sponsored or school-endorsed trips is too general; and that to avoid misunderstanding and liability claims, a more specific definition of supervising and accompanying students is needed. Also needed is a definition of those eligible to supervise and a description of their responsibilities.

This statute as it is written has never presented any problems. It is the ultimate responsibility of the local board of ecudation to see that pupils are supervised.

The Joint Interim Committee did not discuss this statute.

Recommendation: KRS 161.185 be left as it is.

161.185. Teacher or staff member to accompany students on school indorsed trips.

Boards of education shall require a member of the school faculty or a member of the administrative staff to accompany students on all school sponsored or school indorsed trips.

KRS 161.190 Abuse of teacher prohibited

Discussion: It is suggested that this statute be amended to read:

No person shall up braid, insult or abuse any teacher of the public schools in the presence of the school or in the presence of a pupil of the school while on school property or at school sponsored events.

Although the Joint Interim Committee and the Task Force Subcommittee agreed with the intent of this amendment, both decided the statute amended as above was unclear.

The Joint Interim Committee passed over this statute; left it as it is.

The Task Force Subcommittee suggested the following amendment:

No person shall up braid, insult or abuse any teacher of the public schools in the presence of the school or while on school property or at school sponsored events or in the presence of a pupil of the school.

Recommendation: KRS 161.190 be amended to comply with the second amendment discussed above.

161.190. Abuse of teacher prohibited.—No person shall upbraid, insult or abuse any teacher of the public schools in the presence of the school or in the presence of a pupil of the school. (4503-8.)

KRS 161.540 Members' contribution

Discussion: It is suggested that the members' percentage contribution to the teacher retirement system needs to be adjusted if the state's percentage contribution is to be increased.

The Joint Interim Committee did not discuss this statute.

Recommendation: KRS 161.540 be amended to comply with the above discussion.

161.540 Members' contributions

Each member shall contribute to the retirement system seven and seven-tenths per cent (7.7%) of his annual compensation. The contribution of a member shall not exceed this percentage on his current annual compensation.

KRS 161.720 Definitions for teachers' tenure law

Discussion: It is suggested that section 8 of this statute be amended to read:

> The term "administrator" for the purpose of KRS 161.765 shall mean a certified employee, below the rank of superintendent who[devotes the majority of his employed time] is employed full time [to service]as a principal, assistant principal, supervisor, coordinator, director,..... guidance counselor, or school business administrator ,or who holds a position in which he evaluates or supervises board employees or recommends personnel for employment or discharge]. [The term "administrator" shall also include those assistant, associate or deputy superintendents who do not fall within the definitions of "superintendent" as set forth in KRS 161.720 (7)] The term administrator shall not include assistant, associate, or deputy superintendents.

The first suggested amendment, is employed full time, would resolve confusion about whether positions such as head coaches constitute administrators, for the purposes of this section.

The second suggested amendment, The term administrator shall not include assistant, associate, or deputy superintendents, would give latitude to the superintendent of schools in choosing his top level administrative team. This subcommittee feels that it is necessary for a superintendent to be free to select people of his choice to serve directly under him and carry out his planned program.

The Joint Interim Committee tabled this amendment; left it as it is.

The Task Force Subcommittee approves the above stated amendment but adds the position of food services director to the list of administrative personnel.

Recommendation: KRS 161.720 be amended to comply with the above discussion.

161.720. Definitions for teachers' tenure law. — (1) The term "teacher" for the purpose of KRS 161.720 to 161.810 shall mean any person for whom certification is required as a basis of employment in the public schools of the state with the exception of the superintendent.

(2) The term "year" as applied to terms of service means actual service of not less than seven (7) school months within a school year; Provided, however, That any board of education may grant a leave of absence for professional advancement with full credit for service.

(3) The term "limited contract" shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.

(4) The term "continuing service contract" shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or reaches the age of 65, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.

(5) The term "continuing status" means employment of a teacher under a continuing contract.

(6) The term "standard" or "college" certificate for the purpose of KRS 161.720 to 161.810 shall mean any certificate issued upon the basis of graduation from a standard four (4) year college.

(7) The term "superintendent" for the purpose of KRS 161.765 shall mean the school officer appointed by a board of education under the authority of KRS 160.350 or any person authorized by law to perform the duties of that officer.

(8) The term "administrator" for the purpose of KRS 161.765 shall mean a certified employe, below the rank of superintendent, who devotes the majority of his employed time to service as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator, or who holds a position in which he evaluates or supervises board employes or recommends personnel for employment or discharge. The term "administrator" shall also include those assistant, associate or deputy superintendents who do not fall within the definition of "superintendent" as set forth in KRS 161.720(7).

(9) The terms "demote" or "demotion" for the purpose of KRS 161.765 shall mean a reduction in rank from one position on the school district salary schedule to a different position on that schedule for which a lower salary is paid. The terms shall not include lateral transfers to positions of similar rank and pay or minor alterations in pay increments required by the salary schedule. (Enact. Acts 1942, ch. 113,

KRS 161.765 Procedure for demotion of administrative personnel; appeal

Discussion: It is suggested that this statute be repealed. The Task Force Subcommittee does not agree that KRS 161.765 needs to be repealed. It does, however, need to be amended to make provision for administrative lateral transfers; reference KRS 161.720 (9).

This provision more accurately defined would allow administrators to be protected in administrative positions as defined in KRS 161.720 (8). It would not allow them to be protected in a particular administrative position such as pupil personnel director or guidance counselor.

In other words, an administrator could be transferred from one administrative position to another and this would not and is not intended to be considered a demotion. Only transfer from an administrative position to a teaching position would constitute demotion.

The Joint Interim Committee tabled this suggested repeal; left it like it is.

Recommendation: KRS 161.765 be amended to comply with the above discussion.

161.765. Procedures for demotion of administrative personnel—Appeal.—(1) A local board of education may demote an administrator who has not completed three (3) years of administrative service, not including leave granted under KRS 161.770, by approving the superintendent's recommendation for demotion and by complying with the requirements of KRS 161.760.

(2) An administrator who has completed three (3) years of administrative service, not including leave granted under KRS 161.770, cannot be demoted unless and until the following procedures have been complied with:

(a) If the superintendent recommends to the board of education that an administrator be demoted, the board shall note the recommendation and take no action. Within five (5) days of receipt of the recommendation, the board shall give written notice of the recommendation to the administrator. If the administrator wishes to contest the recommended demotion, he shall, within ten (10) days of receipt of the board's notice, file a written statement of such intent to contest with the superintendent. If the administrator does not make timely filing of his statement of intent to contest, the board may take action on the superintendent's recommendation and such action shall be final.

(b) Upon receipt of the notice of intent to contest the demotion, a written statement of grounds for demotion, signed by the superintendent and board chairman, shall be served on the administrator. Said statement shall contain:

1. a specific and complete statement of grounds upon which the proposed demotion is based, including, where appropriate, dates, times, names, places and circumstances;

2. the date, time and place for a hearing, said date to be not less than twenty (20) nor more than thirty (30) days from the date of service of the statement of grounds for demotion upon the administrator.

(c) Upon receipt of the statement of grounds for demotion the administrator shall, within ten (10) days, file a written answer. Failure to file such answer, within the stated period, will relieve the board of any further obligation to hold a hearing and it may then act on the superintendent's recommendation for demotion. The board shall issue such subpoenas as are requested.

(d) The hearing on the demotion shall be public or private, at the discretion of the administrator and shall be limited to the matters set forth in the written statement of grounds for demotion. The board shall provide to the administrator a verbatim transcript of the hearing. The board of education shall hear the case, with the board chairman presiding. The board, upon hearing the evidence and argument presented, shall retire to private chambers to arrive at a decision. Counsel or representatives for either party in the hearing shall not be consulted by the board unless the corresponding counsel or representatives for the other party are present and unless a verbatim transcript of such consultation is made for the record.

(e) Within five (5) days from the close of the hearing, the board of education shall advise the parties of its decision and shall take official action in the case.

(f) Appeal from final board action may be taken in the same manner and under the same provisions as an appeal from board action under KRS 161.790. (Enact. Acts 1974, ch. 356, § 2.)

KRS Chapter 341 (Pertaining to unemployment compensation benefits for board of education employees)

Discussion: It is suggested that this chapter be amended to provide that no board of education employee shall be eligible to receive unemployment compensation benefits for (1) any week of unemployment beginning during the period between two successive school terms, as school term is defined in KRS 158.070, provided that the worker was employed by the board of education at the end of the first such school term, and has reasonable assurance for employment by the board of education for the next school term; or (2) any week of unemployment beginning at any time during the school term, as defined in KRS 158.070.

With recent action of the federal government that would include public employees (including school board employees) under unemployment compensation system and the great additional cost to school boards such action will bring, we believe the suggested provision is essential to provent abuse of the unemployment compensation program.

The Unemployment Board is presently working to amend Kentucky law to comply with federal standards. This Subcommittee agrees with the above suggested amendment, but delays any action until after the Unemployment Board finishes its work.

Recommendation: KRS Chapter 341 left as it is for now and only amended if necessary after the Unemployment Board makes its recommendations.

The Joint Interim Committee left any action to the Unemployment Board.

KRS 162.070 Contracts for buildings, improvements and materials to be let on competitive bidding - when advertisements not required

Discussion: It is suggested that this statute be amended by defining the conditions under which a local school district could make purchases without letting bids, i.e., certain service contracts, perishables (meat, vegetables, etc.), and maintenance parts. It is further suggested that the minimum bid limit be increased to some realistic figure greater than $2,500.

It should be noted that an increase in the minimum bid limit will not eliminate the need for more flexibility in the coverage of the bid law. The current law is too restrictive for some areas of service and for some items. For example, a service contract for a Simplex time system should be with Simplex and not with a company which is unfamiliar with the system. Other items purchased by the local school districts under the bid law, such as perishable items and bus parts, result in over purchasing and/or limited purchasing. For example, the law requires the school board to contract for school bus parts from one vendor with the lowest bid when school buses may have several different types of chassis. It is difficult to predict in advance how many parts are needed and a price advantage is lost when parts cannot be purchased from respective manufacturers. Food vendors will not offer bids on vegetables, fruit, meat and milk because of fluxuating prices unless the bids are so high that the vendor is protected.

The Joint Interim Committee raised the minimum bid limit to $3,500 but did not take action on the rest of the suggested amendment. They agreed to wait for the model procurement act which is presently being developed.

Since the time this action was taken, it has been decided that the model procurement act will not be appropriate for use by cities and school boards.

The Task Force Subcommittee agrees that the bid limit should be raised to a more reasonable amount, and that some amendment be made, if possible, to provide more flexibility to local boards in purchasing certain items and services.

Recommendation: KRS 162.070 be amended to increase the bid limit from $2,500.00 to a higher more reasonable figure; and that amendment be made, if possible, to provide more flexibility to local boards in purchasing certain items and services.

> **162.070. Contracts for buildings, improvements and materials to be let on competitive bidding—When advertisements not required.**—The contracts for the erection of new school buildings, additions and repairs to old buildings, except additions or repairs not exceeding twenty-five hundred dollars ($2,500) shall be made by the board of education to the lowest and best responsible bidder complying with the terms of the letting, after advertisement for competitive bids pursuant to KRS chapter 424, but the board may reject any or all bids. All necessary specifications and drawings shall be prepared for all such work. The board shall advertise for bids on all supplies and equipment that it desires to purchase, except where the amount of the purchase does not exceed twenty-five hundred dollars ($2,500), and shall accept the bid of the lowest and best bidder, but the board may reject any and all bids. (4399-48: amend. Acts 1954, ch. 172; 1966, ch. 239, § 143; 1976, ch. 185, § 1.)

KRS 424.260 Bids for materials, supplies, equipment or services

Discussion: This is a parent statute to KRS 162.070 which was discussed on the preceeding page.

Recommendation: KRS 424.260 be amended, if necessary, to comply with the recommendation for KRS 162.070 on the preceeding page.

> **424.260. Bids for materials, supplies, equipment or services.**—Except where a statute specifically fixes a larger sum as the minimum for a requirement of advertisement for bids, no city, county or district, or board or commission of a city or county, may make a contract, lease, or other agreement for materials, supplies or equipment, or for contractual services other than professional, involving an expenditure of more than two thousand five hundred dollars ($2,500) without first making newspaper advertisement for bids. Provided, however, That this requirement shall not apply in an emergency if the chief executive officer of such city, county or district has duly certified that an emergency exists, and has filed a copy of such certificate with the chief financial officer of such city, county, or district. (Enact. Acts 1958, ch. 42, § 16: 1960, ch. 168, § 1: 1972, ch. 147, § 1; 1974, ch. 97, § 1.)

SECTION III GENERAL PROPOSALS

Recommendation is made that some mechanism be established at the state level by which the work begun by the Governor's Task Force on Education be continued into the future. This would provide for the study of educational problems and planning for educational direction by Kentucky citizens on a continuing basis. One model suggested for this continuing work would provide for subcommittees with changing personnel over the years, to function on a staggered basis, with a number of subcommittees functioning one year, another group of subcommittees functioning the following year; each making a final report that would be presented to the state legislature for consideration.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Student Behavior

INTRODUCTION

Public education in the United States, with its 50 million school children and 10 million adult students, represents one of the most extensive and diverse institutions in history. It was established for the public good by a public which believed deeply in the social benefit of educating the great mass of the people rather than the privileged few. If the task turned out to be more complicated than at first envisioned, the success of the effort has been a far greater surprise.

Still, the state of the nation's schools in recent years has been of major concern to educators, public servants, and the interested parent. Gallup polls over the past nine years have reflected startling public concern for the "lack of discipline" in the nation's schools. The rate of rise of violent crime and vandalism in schools has approached fearsome proportions in many cities and towns. The rise in the number of teacher assaults is an ominous sign of the breakdown of authority in schools. And learning patterns are changing, as reflected in the decline of standardized test scores.

While the focus of the Subcommittee on Student Behavior was "student discipline," the group discovered very early that any meaningful solutions to that problem would reflect the complexity of the problem itself. In the same way, the subcommittee discovered that the "school discipline" problem was just one symptom of other kinds of fundamental changes taking place in the society, changes over which schools had little control -- such as the troubled American family; the severe and seemingly insurmountable social and economic depression of the inner-urban environment; the slow and steady spread of drug abuse; the decline in consensus in America on such issues as parenting, respect for authority, moral standards. It would have been easy to write a report obsessed by gloom and doom.

Yet, the tone of this report is optimistic, realistic, and determined. The recommendations are not simplistic, nor are they hopelessly complex and expensive. The recommendations do, however, provide an outline for imperative action. The subcommittee believes that any solution will require the serious creative initiative of teachers and school administrators, of the students, and of the school community. The supporting role that can be provided by government, state and federal, in the areas of funding, consultation, and mandatory training, is a role that is indispensable, yet inescapably a supporting role. The subcommittee feels that organized local initiative, backed by public resources, is the only way to arrive at a lasting solution that meets the needs of the individual school and the individual student.

In priority order, the report proposes the following five areas of school reform expressly to address the problem of student behavior in schools:

1. Alternative Education, Judicial and Adjunct Educational Programs, and Student Behavior

2. Inservice Needs Related to Student Behavior
3. The School/Community Relationship and Student Behavior
4. Teacher Training and Student Behavior
5. Early Diagnosis of Physical and Learning Disabilities and Student Behavior

Within each section of the report, specific rationale is provided for the recommendations in that section.

Every effort has been made within the report to share both the blame for the breakdown in discipline in the schools and also the load of restoring an educative climate. There was no particular effort here to excuse the behavior of disruptive students or to blame society, teachers, administrators or parents for it. And there was no particular intent to deprive students of the function of helping themselves to restore the educative climate. To establish the assumption that students are not responsible for their own actions in schools would undermine that educative climate still further. In the meantime, there is a considerable emergency to begin to organize and reorganize public education from its teacher training roots up, to begin to restore deteriorating lines of communication between schools and their communities, and to make some very difficult realignments of priority in government and in families, if the institution of public education as we know it is to survive in these times of unsetting change. The following recommendations will require full and prompt action and the Student Behavior Subcommittee will provide further documentation and energetic support in exchange for early implementation.

I. ALTERNATIVE EDUCATION AND STUDENT BEHAVIOR

The Seventh Gallup Poll of 1975 of Public Attitudes towards education states the problem most frequently mentioned by the public is "lack of discipline." There is much public concern about student behavior.

In a 1975 Kentucky L.R.C. report, suspensions and expulsions were shown to be of substantial numbers in Kentucky elementary and secondary schools. While giving some indication of the extent of the student behavior problem, the report questioned suspension and expulsions, as currently used in Kentucky schools, as being an acceptable method for solving student behavior problems.

The same report saw the drop-out problem as being another indicator of the extent of student behavior problems. A holding power study made of Kentucky schools by the Department of Education for 1976 seems to indicate that existing school programs and services in Kentucky schools are currently unable to hold approximately 33% of Kentucky's high school youth through graduation. The report connected behavior problems that lead to dropout with inappropriate school programming.

The sheer number of young people who leave school is substantial enough to force us to look at who they are and what they represent and discover how our present system can be enriched and modified to change this behavior.

Identification and testing of these young people - truants, dropouts, behavioral disordered - reveals some very significant differences between them and the students who are able to function and achieve in the regular school program: these children have extremely low self-concepts, as measured by standard self-image inventories, and almost invariably have low achievement in reading and math in the regular school program. They appear to be victims of a vicious cycle: the worse they feel about themselves, the less receptive they are to learning; the further behind they fall in basic skills, the more inadequate they feel. They don't achieve, and therefore, can't accumulate successful experiences in school. School becomes a dreaded place where failure is inevitable, and feeling good is for others - the ones who succeed. Success breeds success and, in a like manner, failure leads to lower self-concept and, invariably, to more failure.

The pertinent question to those who are committed to providing all students a meaningful educational experience is how the cycle can be successfully reversed - how these young people can be provided with experiences that reinforce their success and, in the process, raise their self-images, so that they will continue to succeed and will not need to use unacceptable behavior as a means for attention and for being successful.

This subcommittee believes that implementing of alternative schools and programs designed to meet the unique needs of students whose current behavior problems seem vitally connected with their inability to function in the existing school programs, is a necessary step, even if only an interim step, in the process of reducing disruptive behavior in our schools. We believe that these alternatives will enhance the educational programs for the majority of students who are able to function and achieve in the existing programs.

Alternative Schools have been defined by some in such a manner as to "define out" alternatives for treatment of needs of behavior disordered students. It is the expressed interest of this report that the term Alternative Schools be inclusive of alternatives designed specifically to address behavior disordered students.

Recommendations Concerning Alternative Education and Student Behavior

How do we, with limited resources, best help all Kentucky school districts become involved in alternatives designed to address the behavior disordered student?

The subcommittee believes that the Department of Education with its many resources, contacts, and opportunities has the ability to provide leadership and services designed specifically to help local school districts become involved in new and more effective programming for students who are exhibiting behavior problems. Though services are now being rendered by the department in this problem area, there is no one program that has the responsibility for coordinating and giving total attention to this problem area. We therefore, recommend:

A. That the Department of Education create a specific program to address the student behavior problem at an organizational level high enough to give the program substantial statue. (Comparable to division level). The program should be staffed with a team of professionals representing the disciplines of administration, curriculum, counseling-social work, vocational education, education of exceptional children,and should be allotted adequate secretarial help. This team should be charged with the responsibility for promoting alternative programs for behavior problemed students and providing services to local school districts which will encourage and assist them in adequately programming for these students. This program should also be charged with the task of coordinating the total resources of the Department of Education to address student behavior concerns.

B. That the aforementioned team, through the new program, actively and aggressively pursue securing available federal grant monies that can be utilized for the prevention and treatment of student behavior problems in local school districts.

C. That, in view of the subcommittee's recognition that implementation of these recommendations will require additional financial resources and/or a reordering of priorities, a program of funding be developed to make meaningful the acceptance and implementation of these recommendations.

The Student Behavior Subcommittee believes that alternatives to suspension and expulsion must be implemented in Kentucky schools. The new emphasis upon student rights may necessitate such alternatives. However, this subcommittee feels that regardless of the rights issue, our schools should address the educational needs of all students and seek to meet these needs. The disruptive behavior of a youth is more often than not a cry for help. We believe schools can and must program for these young citizens. We judge that to fail to do so is extremely costly in terms of human potential, delinquency and crime, and money. To fail to spend money at this level of intervention is, in our estimation, an extreme false economy that results in lost human potential, and for many, leads to institutionalization, a very costly intervention that historically has had very poor results.

Judicial and Adjunct Educational Programs and Student Behavior

The following recommendations are not suggested as replacements for delinquency adjudication. It is necessary to take some juveniles into custody in their own best interest, and in the best interest of society. However, alternatives to custody may be considered in numerous situations when viable programs exist. (Students, and their parents, need to be informed of such programs, of the types of behavior which will activate the implementation of these programs, and of the certainty of such implementation when prescribed behavior ensues.)

Recommendations Concerning Judicial and Adjunct Educational Programs and Student Behavior

A. That the following programs, either as evening and/or week-end programs or as an adjunct to the traditional school programs, be designed for juveniles with behavior problems prior to their adjudication as delinquents:

1. Small group counseling sessions in Guided Group Interaction, Transactional Analysis, Reality Therapy
2. Sufficient vocational training programs
3. Behavioral Analysis counseling

4. Individual counseling

*In some instances, it may be necessary to have a school board and/or juvenile judge make informal adjudication to these programs, or to make their attendance and participation a mandatory requirement for readmittance to school, or a requirement that, if not fulfilled, would be replaced by formal adjudication.

B. That school districts form committees composed of teachers, parents, superintendent, counselors, school board members, and other interested persons for the purpose of:

1. Identifying school behavior problems
2. Meeting with the newly elected District Judges to discuss these problems and alternative solutions
3. Informing District Judges of school needs and problems
4. Requesting that the School District-Judge relationship become an ongoing one
5. Working with the District Judge for the sponsoring of future state legislation related to district-school needs
6. Designing more acceptable diagnostic, intervention, and treatment centers for juvenile offenders

II. INSERVICE NEEDS RELATED TO STUDENT BEHAVIORS

The role of the classroom teacher and school administrator has become increasingly complex. Teachers are called upon to provide for the range of learning differences that exist in every classroom, to supervise lunch and recreational programs, to integrate currently mandated concepts into all aspects of the curriculum, and to respond to the unique problems that individual pupils bring to school. All of these and other tasks must be orchestrated within an environment that is conducive to the growth and development of each child. Teachers must confront crowded classrooms, students who view school as a bore, and students who are reluctant to comply with rules that appear to them irrelevant and arbitrarily imposed.

The school administrator, then, must be concerned that each member of the instructional team has the skills and resources necessary for the establishment and maintenance of a school climate which encourages growth and development of students. The school administrator is further concerned with the organization of the instructional program and the development of policies which can assist in the establishment and maintenance of a good school climate.

In similar fashion, students are confronted with the vast array of problems posed by a rapidly changing and complex environment. In recent years there has been a significant increase in the use of dangerous and harmful drugs by the young, a readiness to question the status quo and an ever increasing concern regarding the relevancy of social institutions, including school. We can no longer influence students with the notion that increased education will yield satisfactory and productive employment. Present-day students are true representatives of a counter culture--a culture that emphasizes freedom of expression, one that is constantly seeking and exploring, a culture that is asking for positive involvement in the forces which directly affect their lives.

A large number of studies and reports seem to suggest that teachers either overtly or unknowingly contribute to the increase in student disciplinary problems. If we assume that there is some validity in such notions, immediate action should be taken to curb negative behaviors that may exist.

Any plan involving classroom teachers requires the direct involvement and support of local school administrators. A contention supported by many scholars of administrative theory is the belief that local building principals are key participants.in the initiation of activities designed to improve the educational climate and process. In addition, since many school administrators also serve as disciplinarians, attention should be directed toward the improvement of negative behaviors which they may exhibit. Therefore, any program aimed at the eradication of negative professional behaviors must also include administrators.

The most critical of recommendations to be put forth relates to the actual operation of such an inservice program. Heretofore, many inservice education programs seem designed to facilitate and encourage failure. Emphasis is on covering as many different topics as possible within limited periods of time. The result is that participants are bombarded with such a variety of information on so many different topics that little, if any, of it is absorbed. Assimilation is virtually impossible. The inservice program here recommended must be based on a long-range comprehensive plan for change which is designed to accomplish pre-set goals. The commitment and leadership to support such efforts must come from the state level--the Governor and the Superintendent of Public Elementary and Secondary Education. It should be recognized that the following recommendations must be broad and can serve only as a guide. Specific program activities must be generated at the local school level.

Recommendations Concerning Inservice Needs of Education

A. It is proposed that any inservice program designed to improve attitudes and behaviors of all role groups (teachers, administrators, board members) focus on a basic theme with a sufficient time period committed for active involvement and absorption of information. Considering the magnitude of the problem, a long-range, comprehensive plan designed to achieve clearly stated goals must be initiated. For example, if a school is experiencing severe student behavior problems, the plan may call for school board members and local school staff to work at the local school site, with assistance from the State Department of Education, on program evaluation and development.

B. The plan for this type of comprehensive inservice program must involve periodic reviews to determine the degree of success of the program.

C. State government must recognize that professional activities in public education must include planning and training as well as instruction and administration. State funding and organizational legislation must provide support for all of these necessary activities. Specifically, state legislation is required to:

   1) provide an adequate financial base which can support inservice programs at the local school level. The financial base must also include funds necessary to compensate participants.

   2) provide for greater flexibility at the school district level so that time and resources may be organized in a greater variety of ways. Presently, state laws and state board policies work together to create a rather rigid mandate in terms of the school calendar and the number of days of instruction required. The calendar should be developed in a manner which facilitates professional planning and training activities.

D. State school officials shall develop a support system for local school personnel which addresses problems in the area of student behavior.

   1) Such a support system shall include consultants to work at the local school site in an effort to design a plan to meet needs as identified by local school personnel.

   2) This support system may also include the development of a suggested format for self-study and needs assessment which may be offered for use by local school personnel.

E. School district officials must communicate to personnel throughout the district the availability of state department resources and encourage the utilization of such resources at the building level.

F. Assistance and consultant services in designing and operating local school inservice programs should be obtained from state and local education associations.

G. Individual schools, utilizing a major theme (Improving Student Behavior, for example), must be allowed to develop comprehensive, long-range inservice programs designed to meet the needs of the staff at that particular school.

H. The Council on Teacher Education and Certification shall review the design of each inservice plan developed at the local school level and assign a training and experience value to each program. Those who participate in and complete such programs shall be awarded the assigned training and experience value as credit toward recertification.

The significant increase of school disciplinary problems strongly indicates that immediate steps to improve the educational environment be taken. It is recognized that the negative behaviors manifested by school personnel represent one significant facet of the larger problem which can be addressed by school personnel. It is incumbent upon educators to provide the leadership in establishing a school environment that is conducive to learning, one which encourages freedom of expression and creativity, and one which is relatively free of negative experiences. The recommendations outlined above represent an acknowledgement that educators may well be inadvertent contributors to an unhealthy school environment, and that educators, given adequate support, are willing to meet the challenge of improving the educational process.

III. THE SCHOOL/COMMUNITY RELATIONSHIP AND STUDENT BEHAVIOR

There is astoundingly unequivocal research correlating community decline with a decline in student discipline in schools. While for many years the assumption has been that a school requires the support of the community, a notion that has never been disproved, it may also be possible to posit the idea that an institution which provides a major influence in the lives of the great mass of Americans, such as the public school, might actually serve to shore up declining communities by promoting among young people a dynamic notion of citizinship in a participatory democracy. The values of cooperation, mutual understanding, mutual interest, and tolerance which are the core of community are also values extremely important within classrooms.

There are two sides of the school/community relationship. Traditionally, public involvement and interest in education has been a strength of the American education system. The American community believed in education. When the community declined, changing certain consensus of values, the self-certainty which characterized the formative years of public edcation, so did the schools. There is a possibility that one element of values consensus remains through all the reanalysis of recent changing times. The country retains a belief in education. Perhaps education could be the rallying point for a restoration of the sense of community initiative and energy. It was a notion of Dewey that education could actually serve to revitalize society, acting as a battery, an energy cell, a source of renewal. The relationship between a school and its community can be one of mutual aid, for neither is complete without the other.

The following recommendations assume this idea of mutual aid. They refuse to acknowledge the growing tendency in school administration to treat "school-community relations" as similar to public relations in the corporate world, but rather they promote the indispensable notion that the relationship is between equals and is reciprocal.

Recommendations for the School/Community Relationship and Student Behavior

A. That the Department of Education, local schools, and local communities reconsider consolidation of schools, especially in cases in which such consolidation would cause large concentrations of students to be gathered in large school facilities at the cost of adequate teacher-student ratios and, more importantly, teacher-student relationships.

B. That Department of Education, local schools, and local communities begin to insist on the active involvement of the community in the decision-making process in the schools, in order that the community is certain to be "identified" with the curriculum, interested in it, and supportive of it.

C. That local school staffs and faculties begin to identify, perhaps even as part of certain class projects, community-centered problem-solving efforts that might be undertaken in a cooperative way with community groups. An example, in urban areas, would be the setting up by mutual efforts of school students and community interested groups a "safe street" on which children may approach the school without fear.

D. That school board members provide training for themselves, using perhaps resources from universities or the Department of Education, in order to acquaint themselves with the most meaningful role to play in their school responsibilities, enabling them to understand more adequately school system needs, problems, and organization, and at the same time, forcefully represent the interests of the local community.

E. That parents, the courts, and school teachers and administrators make absolutely certain that they are in agreement that students ARE accountable for their behavior and that it is a shared role among parents and school teachers to impart a sense of responsibility for behavior among children. No effort to confront the problem of student discipline can succeed without students being certain on this point.

F. That school systems initiate immediate planning to involve students and the interested school community, as well as the school staff, in deliberations to design codes of behavior, agreed to by the student body, staff, and community, and enforced by the same three-sided partnership.

G. That school systems encourage and provide avenues for teachers to build relationships with the community by bringing the community to the classroom and by having the teacher appear before groups in the community. It is part of restoring trust between school and community that teachers become well-known as dedicated professionals. Staff support is necessary to allow the teacher to accomplish this necessary activity without being overextended.

H. That teachers and administrators make every attempt to address the behavior of unruly students. In the opinion of this committee, educators, parents, and the courts must start to hold students accountable for their behavior. Students must be taught from an early age that if there are rights, there are also responsibilities. It is not acceptable or in the best interest of the process of education to allow students who exhibit serious behavior problems to disrupt the educational process for other interested students.

Somehow, lines of communication must be established among the school staff, the students, the courts, and the rest of the community so that acceptable behavior patterns can be outlined and enforced. In addition, this committee believes every attempt should be made to deter unacceptable behavior through appropriate intervention services and alternative programs. However, it is believed that there are students whose behavior problems cannot be sufficiently treated through existing school services or programs. In these instances, these students should be removed from the regular or alternative school programs and referred to agencies which have the necessary expertise for dealing with students with severe behavior disorders

IV. TEACHER TRAINING AND STUDENT BEHAVIOR

A problem, the magnitude of student behavior, must have many causes and, therefore, many facets to the solution.

One of the contributing factors, we believe, has to do with the preparation of those carrying out the educative goals of our schools. Let us take responsibility for considering the apparent needs of the prevalent culture and time, and to acknowledge the indirect effect our training methods have on school discipline problems.

Former USOE Associate Commissioner Don Davies stated, "Intuitively we know that teachers do make a difference--both positive and negative--in how a student performs, in his level of achievement, in his behavior, and in the values he acquires.

"We hold that the interests of learners, parents, society, teachers, and the teaching profession are not served by clinging to past memories, by longing for the return of earlier conditions, or by resisting the kinds of change which logic demands and which opportunity presents. In reality there is no choice but change toward greater professionalization if schools are to meet their challenges."

As educational historians look back upon the events of the 60's, the federally funded elementary model project (CETEM) could emerge as the most significant single innovative effort. Out of the projects, educators developed ten models of teacher education. On analysis, the separately developed models were found to have consensus on a number of points. Of interest are those which state:

1. Teaching is a profession; the teacher is a clinician and a decision-maker.

2. The competencies needed by teachers can be identified, specified as behaviors, and developed through training.

3. Teaching demands a long period of training extending throughout the employment period; effective training programs require collaboration between the several involved parties.

4. Development of the complex competencies of teaching will demand the effective use of both laboratory and field-centered approaches.

5. As an applied scientist, the teacher needs to be well versed in the behavioral sciences which are relevant to the profession.

NEA RESOLUTIONS (77-37) support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of inter-group communication and human relations in requirements for certification and the provision for inservice workshops in these areas for experienced teachers and administrators.

Much evidence from learning theory, supported by our collective experience, suggests that concepts are best learned when their applications can be demonstrated in specific situations. If this assumption is valid, it leads logically to a conclusion that specific situations and learning should be a part of initial teacher preparation.

Studies in teacher education suggest that student teaching is viewed by students as the most important and most relevant part of their preparation experience. Beginning teachers need to be equipped with "survival techniques"--practical, classroom skills that enable them to cope with the essentials of managing the learning environment. It is only after they develop an acceptable level of confidence regarding their proficiency in these matters that they can be expected to give much attention to long-range planning, diagnosis, adaptations, etc. But survival skills are not enough. Beginning teachers need the foundational underpinnings that will enable them to understand and interpret the maze of specific data about teaching and learning to which they will be exposed as new teachers.

Extremely important data about learning which will facilitate the student behavior problems include the following facts: capable teachers strive continually to improve children's self-images by raising their level of confidence and expectation. The ability to do this well is perhaps the teacher's most important professional attribute. Professional educators understand the importance of self-image and its relationships to cultural identity; additionally, they cultivate behaviors, attitudes, and skills which stress the positive and enhance the learner's ego. These professional skills do not come naturally; they must be learned.

We also emphasize the necessity for teachers to be accepting of themselves--to be genuine and sincere persons with a strong professional self-perception. For the child to develop as a person, the teacher must be a real person. Cogan, in a perceptive section on the public esteem of teachers and its effect on learning says:

> The esteem in which the general public holds teachers has a profound influence upon what the teachers learn in the course of their professional education, how they teach in school, and especially upon what their students learn.

Only when educators reflect an enlarged view of the settings in which teaching is vital, will the profession reach its full maturity.

After, hopefully, laying some foundation for the significant role teacher education has in impacting the student behavior problem, this committee suggests that teacher-training must establish as a significant goal the development of the individual.

Necessary to the accomplishment of this is attention to the following:

Basic to the problems in teacher education is the fact that secondary teachers have their major thrust still in their subject areas. They are not required to take education classes except as an auxiliary nine-hour block. We propose that the Council on Teacher Education and Certification take a hard look at their emphasis here. If it means a five-year program to provide quality preparation, so be it. There are classes in graduate school being offered in Humanizing Education, Discipline, Motivation, Individualized Instructional Programs, Non-Verbal Communications, Advanced Techniques of Teaching, and Classroom Management. These are needed by our pre-service students.

On-the-job problems which preclude teaching become more self and student affirming include the facts that: teachers have concerns of rigid schedules, restricted role definitions, limited opportunity to interact, their divorce from the decision-making process, restricted commontime for team planning, and substantial clerical help. These are concerns which can only be answered by administrators. Too long supervision has been for not with. We need the facilitation of decision-making that produces improvement and progress.

To help accomplish this, we see administrative and supervisory training programs' need to emphasize the qualities of having good interpersonal relationships, listening to subordinates, communicating effectively, respecting subordinates, supporting subordinates, and sharing plans with subordinates. All of these need to be emphasized rather than taken for granted.

Recommendations Concerning Teacher Training Programs and Student Behavior

A. That schools of education move more swiftly toward early field experiences in teacher training programs, requiring that the first three hours of teacher education be developmentally field-based.

B. That an early three hours in interpersonal relationships and group dynamics be taught specifically to assist the student in self/other awareness and as an introduction to the affective components of learning situations. It is also recommended that administrator and supervisor programs include a required three-hour interpersonal and group problem-solving theory and experiental component.

C. That a required three-hour course dealing with classroom management, discipline, school law, and community responsibility be included at the undergraduate level.

D. That student teaching become a full semester experience.

E. That the staffs of schools of education become more field oriented, both in terms of consultant services as well as acquiring first-hand knowledge of the environment in which teachers must function. It is the opinion of the committee, that schools of education should examine the feasibility of providing on-site consultant services in need areas identified by local school districts. The committee feels that, in many instances, the courses that teachers and administrators complete in pursuit of the Masters Degree or Rank I have little impact upon the teacher's or administrator's professional performance. It is suggested that participants receive college credit for appropriately designed field experiences.

V. EARLY DIAGNOSIS OF LEARNING AND PHYSICAL DISABILITIES AND STUDENT BEHAVIOR

Early identification of children with learning and/or physical disabilities has received wide support from medical, psychological, and educational professionals, as well as from parents. A considerable number of professionals believe that the child who has difficulty in learning, almost without exception, faces failure in a conventional school program. Generally, the learning disabled youngster experiences months and sometimes years of unsuccessful work before he receives remedial aid. This failure usually leads to compounded and more serious problems when the school program demands that the child use skills which he has never developed, or tries to build upon experience that the child has never had. In many instances, the student vents his frustrations and hostility in the form of behavior which is unacceptable to the majority of the school society.

To prevent more serious learning problems from occurring, identification of the child with learning disabilities should be made as early as possible in his school career. If a teacher is trained to identify children with learning disabilities, she can construct an appropriate instructional program for him that will use and develop his skills, experience, and potential, while relieving some of the problems which result from past failure in a conventional school program.

The child with a learning disability is characterized by an educationally significant discrepancy between his estimated potential for learning and his day-to-day level of functioning. This discrepancy is related to basic disorders in the learning process that may or may not be accompanied by demonstrable central nervous system dysfunctioning, and which is not secondary to generalized mental retardation, severe emotional disturbance, extreme environmental or educational deprivation, blindness or deafness.

Nationally, it is estimated that fifteen to twenty percent of the students enrolled in elementary and secondary schools exhibit characteristics which categorize them as learning disabled. In Kentucky, as well as most of the rest of the nation, a significant number of these students are not identified, and consequently, do not receive intervention services. In many instances, when it is suspected that a child has a learning disability, the problem has been identified, but remediation is not forthcoming. Over a period of time, without proper intervention services, the magnitude of the learning disability increases and the youngster's feeling of despair and hostility is manifested in the form of unacceptable behavior.

Recommendations Concerning Early Diagnosis of Learning and Physical Disabilities

A. That registration of students at the time of initial school entry should include procedures for observation and/or testing of the children as well as for obtaining relevant information from parents regarding conditions or characteristics which could affect development and performance in school. Provisions should be made for effective feedback of the findings to parents. Many learning and physical disabilities are not detected until a child is older; for this reason, observation procedures must be continued at least through the fifth grade. Financial support should be available for specialized programs of instruction and support services to meet the needs identified.

B. That educational programs for parents, together with pre- and inservice training for teachers and other public school professionals, should include instruction in identifying signs of illness and of handicapping conditions and in getting further diagnostic and treatment services for children with suspected problems.

There is a growing body of research which relates school failure to delinquency and other forms of deviant behavior. The data have led one researcher in the area to conclude that "The strongest form of delinquency prevention is early identification and remediation of the vast number of learning disabilities in these children. The school experience must be a successful experience." If we believe (as we say we do) that different individual learning patterns exist and that rate and style are important components of these differences, we must develop the broadest spectrum of learning situations our resources will support.

C. That public schools provide a wide range of instructional settings, within the school, for students who experience problems of learning and/or adjustment, i.e., (a) consultation and materials for the regular class teacher from a specially-trained teacher/consultant, (b) part-time personal and/or resource assistance from other professionals, (c) up to 100% (classroom) intervention, (d) work training and supervised job placement, and (e) partial residential with home involvement (Re-Ed type program) in collaboration with the Department for Human Resources.

D. That adequate support staff, well-trained in a variety of behavioral disciplines, should be available to provide services complementary to the instructional program. These should include professionals who have been trained to provide a variety of therapy services; individual diagnostic, specialized instructional planning, parent liaison/education, behavioral counseling, and program evaluation services.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Students' Concerns

Early in 1977 Governor Julian M. Carroll created the machinery for an intensive study of education in Kentucky by establishing a General Task Force Committee supplemented with thirty-three (33) subcommittees. Each subcommittee was charged with the responsibility of developing a complete blueprint for a specific area of the total educational program. The end result of these studies would then serve Kentucky for the next quarter century from kindergarten through graduate school.

The report that follows is the culmination of an intensive study by one of these subcommittees: The Subcommittee on Students' Concerns and Recommendations. This subcommittee was given the responsibility of identifying the major concerns and frustrations experienced by students in public educational institutions of Kentucky. After this was accomplished, recommendations could then be made to alter or improve some of the variables creating concern or frustration on the part of students.

The subcommittee decided that the only legitimate means to secure such information was to encourage as many students as possible to express their feelings in response to open-ended questions, thus allowing them to react to any aspect of their educational program without being confined or directed into specific areas. This procedure produced 24,149 responses to four (4) open-ended questions. From these responses the subcommittee compiled percentages for individual school districts and a summary for the entire state. This information was supplemented by compiling a booklet of unabridged and uncensored comments selected from written responses from students throughout the state.

Many hours of time and effort were spent in this study both by concerned adults and by concerned students. The subcommittee feels an intense commitment to the students of our public educational system because of their expressions of concern based on their potential educational experiences and their educational concerns in general. Too often it seems that few groups or individuals are really representing specific concerns of students in Kentucky. For that reason members of the subcommittee on students' concerns will make every effort to insure that as a result of this study they can and will be heard.

Data Collection

At the end of April the Subcommittee on Students' Concerns sent letters to the superintendent of each Kentucky school system asking for assistance in conducting a survey of one fifth, eighth or tenth grade class in each school. Although it was late in the school year and everyone was busy, the subcommittee had excellent cooperation for which it is most grateful. Many people helped with the time consuming chore of tallying responses. Members of the subcommittee appreciate this also.

Teachers of one class at each level in these schools were asked to present the following questions for students to answer in their own words:

1. In what ways is school important to you?
2. What three things would you most like to keep?
3. What three things would you most like to change?
4. Would you like to tell the governor anything else about school?

Questions were intended to encourage students to come up with their own concerns. Although there were some disadvantages to this approach, problems with uniform tallying of responses and interpretation of comments were out weighted by leaving the selection of items entirely up to those who participated. Isolated cases of uniform answers by an entire class showed structuring by some teachers. Such cases were rare. Most responses appear to have been the result of independent student thought.

A list of participating school districts is shown in this report. A few reports were received too late to be included, and some districts were not identified.

Results of tabulation of 24,149 responses are shown in the tables which follow giving state-wide results and a breakdown by grade level: 11,537 at grade five; 7,617 at grade eight; and 4,995 at grade ten.

STUDENTS' CONCERNS BY PERCENTAGE AND RANK

	State Total		Grade 5		Grade 8		Grade 10	
	N - 24,149		N - 11,537		N - 7,617		N - 4,995	
	%	Rank	%	Rank	%	Rank	%	Rank
1. In what ways is school important?								
Good education/ knowledge	53.5	1	59.9	1	42.6	1	55.5	1
Future job/career	38.9	2	33.4	2	33.5	2	40.0	2
Social aspects	18.8	3	15.7	3	20.4	3	23.7	3
Skills	9.6	4	11.4	4	9.3	4	6.6	5
Preparation for college	6.3	5	2.8	6	7.9	5	8.9	4
Manners/morals/ discipline	3.4	6	4.1	5	3.6	6	2.9	6
2. What three things would you like to keep?								
Basic subjects	29.6	1	34.8	1	27.7	2	20.3	2
Enrichment/extras (art, music, etc.)	24.1	2	28.4	3	20.9	4	19.2	3
Extracurricular activities, sports P.E.	21.6	3	30.9	2	38.8	1	27.8	1
Teachers	19.9	4	21.7	4	23.8	3	10.0	4
Books/Library	5.9	5	11.2	5	4.4	6	1.9	6
Present building facilities	4.5	6	5.5	7	5.4	5	.9	9
Principal	3.3	7	4.2	9	3.4	8	1.3	7
ETV	3.0	8	5.9	6	0.6	10	---	--
Lunchrooms/lunchroom personnel	2.7	9	2.3	8	4.2	7	1.1	8
Vocational education	1.1	10	0.9	10	---	--	4.9	5

	State Total N - 24,149		Grade 5 N - 11,537		Grade 8 N - 7,617		Grade 10 N - 4,995	
	%	Rank	%	Rank	%	Rank	%	Rank
3. What three things would you like to change?								
Lunchroom facilities/ program	23.9	1	21.3	1	28.2	1	23.4	1
Additional gym/P.E. classes	15.7	2	17.0	2	17.0	2	10.5	3
General maintenance/ cleanliness	12.0	3	12.3	4	14.4	3	7.7	5
Playground/sports equipment	11.4	4	14.9	3	10.0	5	5.4	7
More/better books	9.6	5	11.9	5	8.7	7	5.5	6
Extracurricular activities/sports	9.6	6	9.8	6	10.5	4	10.9	2
Additional art/music	8.8	7	7.8	7	9.8	6	5.2	8
Improve teacher training/ability	5.2	8	2.8	15	7.0	8	8.2	4
New/better furniture, equipment	4.6	9	4.8	9	5.4	11	2.8	11
Air conditioning	4.0	10	4.8	9	4.0	13	2.2	14
Add/enlarge gym	3.9	11	3.7	11	5.5	10	2.0	16
Bathroom facilities/ cleanliness	3.2	12	5.6	8	0.7	23	1.5	18
More student input rules/decisions	3.0	13	1.7	17	4.7	12	3.5	9
More science	2.9	14	3.0	13	3.3	15	2.2	14
More, better buses/ schedules	2.9	15	0.8	20	6.9	9	1.7	17
Language arts	2.7	16	2.8	14	2.6	18	2.6	13
Eliminate physical punishment	2.2	17	3.2	12	1.1	20	1.5	18
More vocational training	2.0	18	0.7	22	3.1	16	3.4	10
Stricter discipline	1.7	19	---	--	3.0	17	3.5	9

	State Total		Grade 5		Grade 8		Grade 10	
	N - 24,149		N - 11,537		N - 7,617		N - 4,995	
	%	Rank	%	Rank	%	Rank	%	Rank
Overcrowded conditions, smaller classes	1.2	20	---	--	3.8	14	---	--
Expand ETV	0.9	21	1.5	18	1.1	20	---	--
Eliminate ETV	0.9	22	1.8	16	---	--	---	--
More class choices/ electives	---	--	---	--	---	--	---	--
4. Additional comments:								
Wholehearted endorsement	14.8		15.7		17.4		9.0	
Negative reaction/ rejection	4.4		4.2		4.3		4.7	

Comparison With Other Studies

Members of the subcommittee found results of their survey comparable in many respects to those of the survey of high school juniors conducted in March by the staff of the Governor's Task Force on Education. Results of that survey are not repeated in this report because they are available in detail in the analysis made by the staff and released in mid-July. There are no major discrepancies between findings of the two surveys. They reinforce each other.

The Subcommittee on Students' Concerns attempted, with little success, to locate comparable national, state or local surveys. The Kentucky assessment of student attitudes is not yet available. The 1976 Gallop Poll of the public's attitudes toward the public schools dealt with adults 18 years of age and older.

An assessment of secondary student attitudes conducted in Jefferson County in 1976 indicated favorable attitudes toward teachers who were seen as caring about student learning and being generally helpful in the classroom. This finding is cofirmed by the positive attitude toward teachers revealed by the subcommittee's survey in which teachers rank high on the list of "things to keep." As students grow older they show more awareness of the quality of teacher performance. At the fifth grade level the response was most often "all my teachers," while eighth and tenth grade students specified "the good ones" or "some" teachers.

A recent Yankelovitch survey, "Raising Children in a Changing Society (1977)," supports the finding of favorable attitudes toward teachers as cited by the executive director of NEA, Terry Herndon, at the organization's annual convention in Minneapolis in July. When asked, 67% of the children in the Yankelvotch sample responded that they liked their teachers a lot.

Jefferson County's secondary student survey showed favorable student response to items indicating pride in their school. The subcommittee's survey confirmed this by finding that more than three times as many students made strong positive statements about their school as did those who expressed strong negative reaction to school.

Conclusions and Recommendations

Members of the subcommittee found that students are interested in the basics, and speculate that this interest may to some extent, reflect adult concern. In the push back to basics, the pendulum may be swinging too far. Students who express interest in additional gym and physical education classes may be reacting to tensions and pressures of formal classroom instruction. Some students have a school day as long as nine hours between the time they leave home in the morning and the time they return at the end of the day. A break in classroom routine for physical activity may well result in a better learning situation. Needs of the whole person be of concern; not academic needs alone.

Enrichment programs such as art and music ranked next to basic subjects in student interest. Budget cuts in these areas affect programs of great importance to students. Many responses showed a desire for art and music courses which apparently were not offered at the school attended.

Members of the subcommittee wish to stress the logic of expanding the usual definition of "basics" to include other factors that are basic to learning. These include general maintenance and cleanliness of school property, student behavior, and the lunch program and lunchroom facilities. Lunchrooms and lunches were found to be the overriding concern of students at all levels, being mentioned as needing improvement by almost 25% of the total number responding. Sanitary conditions, quality and quantity of food, and a need for longer lunch periods were among the problems mentioned.

Adult attitudes toward students are highly influential in setting the tone for the attitude of individual students toward all members of the school staff. The attitude of teachers and administrators toward service personnel affects the attitude of children not only toward people who serve in this capacity, but toward the program or service itself. Those who perform non-teaching services are basic to the operation of schools. They deserve respect. Everyone involved should take individual responsibility for setting a positive example in this area.

Student expressions of concern over the failure to care for school property show a definite need to educate children to their responsibility in helping to maintain property that belongs to the public. They need to grasp at an early age the concept of the taxpayers' ownership of the schools. Misbehavior in this area is often a cry for help: "Stop me; help me to know better." In training young people it is important to stress basics in behavior as well as basics in academics. We believe it is extremely important that this report go back to principals who can see that major concerns are discussed with students who responded.

Members of the subcommittee are gravely concerned with a Kentucky syndrome that can only be described as low expectations of our system of public education. There is a lack of money; a lack of planning. This kind of self-fulfilling prophecy has to be turned around. Kentucky school children have a right to more than the minimum. We cannot be satisfied with mediocrity. The fact that money is scarce can serve as an excuse for professionals to slack off.

More than 24,000 school children have taken time to participate in this survey. They care. Their concerns ought not be filed away. We have an obligation to serve as advocates for these young people. The Subcommittee on Student's Concerns represents a cross section of the state, and had an opportunity to take a broad approach to the assignment. State-wide concerns were spontaneously expressed by those most directly affected by the kind of education Kentucky offers. Students are entitled to know that their contributions will make an impact.

Members of the subcommittee have a definite responsibility. We will not fulfill our assignment unless we follow through. We challenge the entire system to be better. Committees who have worked on various task force assignments should be retained to pursue this goal with provision for minimum expenses paid. Many who participated have paid their own travel and lodging because they did not feel their school boards could afford to do so. Business and industry should be approached and invited to participate. They have a vested interest in good education for Kentucky's human resources.

Members of the subcommittee have tried to keep this report simple and to delineate concerns and recommendations of students as clearly and concisely as possible. We have presented facts and figures based on what students said. A report reflecting only the subcommittee's assumptions would have been far different. Too often in the past when legislation has been prepared nobody has listened to our young people, or even bothered to ask if they had an opinion. We are convinced that theirs are the most authenic voices, and that their concerns should be heeded by those who sincerely seek to improve education for Kentucky's children both now and in the future.

GOVERNOR'S TASK FORCE ON EDUCATION
SUBCOMMITTEE ON STUDENTS' CONCERNS AND RECOMMENDATIONS

Participating School Districts

- Anderson
- Barren
- Bath
- Bell
  - Middlesboro, Ind.
  - Pineville, Ind.
- Bourbon
- Boyd
  - Fairview, Ind.
- Boyle
  - Danville, Ind.
- Boone
  - Walton-Verona, Ind.
- Bracken
  - Augusta, Ind.
- Breathitt
  - Jackson, Ind.
- Bullitt
- Campbell
  - Dayton, Ind.
- Carlisle
- Carroll
- Clark
- Clay
- Daviess
  - Owensboro, Ind.
  - Parochial
- Estill
- Fayette
- Fleming
- Fort Knox
- Franklin
  - Frankfort
- Fulton
- Garrard
- Grant
- Greenup
  - Russell, Ind.
- Hancock
- Hardin
  - Elizabethtown, Ind.
- Harlan
  - Lynch, Ind.
- Harrison
- Henderson
- Hickman
- Hopkins
- Jackson
- Jefferson
  - Anchorage, Ind.
- Johnson
  - Paintsville, Ind.
- Kenton
  - Covington, Ind.
- Knott
- Laurel
- Lee
- Letcher
  - Jenkins, Ind.
- Lincoln
- Lyon
- Madison
  - Berea, Ind.
  - Richmond, Ind.
- Magoffin
- Marion
- Marshall
- Mason
  - Maysville, Ind.
- McCracken
  - Paducah, Ind.
- McCreary
- Morgan
- Nelson
- Owen
- Pendleton
- Perry
  - Hazard, Ind.
- Pike
- Pulaski
  - Science Hill, Ind.
- Robertson
- Rockcastle
- Rowan
- Russell
- Shelby
- Spencer
- Warren
  - Bowling Green, Ind.
- Washington
- Webster
- Whitley
  - Corbin, Ind.
- Wolfe
- Woodford

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Teachers' Concerns

In attempting to identify the major concerns of the teachers throughout Kentucky,we made a great effort to focus only on those items of concern that were expressed to us by the teachers, and not add or delete according to our personal opinions. The following problems were mentioned often enough in our contacts to warrant discussion within our committee. These were, by no means, the only concerns expressed by teachers but we limited our discussion to those items mentioned enough times to be thought of as major concerns. These appear in no order of priority.

1. The need to determine classroom size by actual count rather than by the process of averaging.

2. The apparent unequal distribution of monies available to school districts due to personal favoritism, information dissemination, and application inequities.

3. The lack of planning periods and/or duty-free lunch for many teachers.

4. The desire for stricter discipline codes and standard procedures for dealing with tardies and absences. The possibility of lowering the mandatory attendance age to 14 was brought up. Also discussed was the alternative of requiring the parents to send children to school until age 16, but allowing the local schools the option of dismissal at 14.

5. The desire for better preparation towards teaching. This was not necessarily in regard to subject matter but directed towards the need for a better knowledge of students and how to deal with them.

6. The salary scale in Kentucky. The desire for a cost-of-living raise provision.

7. The need for statewide kindergartens.

8. The fact that, in many systems, there is no procedure for allowing teacher input into policy that affects them or their teaching.

9. The feeling that many students are too immature for first grade.

10. The encroachment of legislated programs (vocational education, career education, consumer education, etc.)upon the time devoted to teaching basics.

11. The inadequacies of alloted fee money.

12. The inadequate number of counselors.

13. The need for in-service training, taught by teachers, for aides and clerks to better prepare them for dealing with students.

14. The problem of personal leave days and what it would do to local budgets.

15. The question of retirement after 30 years of service.

16. The possibility of establishing levels of achievement for promotion and/or graduation and the need for differentiated diplomas.

17. The question of whether alternative programs are serving a real function and if they need be statewide.

18. The problem of capital outlay. Is it adequate as currently administered?

19. The limitations imposed by using only state adopted textbooks.

20. The plausibility of self-policing by teachers and imposing limitations on tenure.

The committee identified concerns of teachers through the use of the survey sent by the Task Force Steering Committee, a second survey sent by our subcommittee, personal discussion with teachers, survey results from FCEA, and personal knowledge of our committee members. We limited our discussion to those items that appeared to be of significant importance to many. We looked at, but did not use, information and surveys that were conducted in other states. We felt that these results were not valid within Kentucky.

In making the following recommendations, we assume that the state will provide the financial assistance necessary for implementation. The recommendations are listed in order of priority and followed by the rationale, if needed.

RECOMMENDATIONS

It is recommended that:

1. SALARIES OF TEACHERS BE INCREASED TO EQUAL THE AVERAGE OF THE SEVEN BORDERING STATES.

Rationale

Increased salaries do not, necessarily, mean better teaching but they will allow us to compete with other states and business on an equal basis. It is to be hoped that an increase will lure capable people, who have had to discard the idea of teaching, into, or back into, the field.

2. CLASSROOM UNITS BE ALLOTTED ON THE BASIS OF ONE UNIT FOR EVERY 25 STUDENTS IN AVERAGE DAILY MEMBERSHIP.

Rationale

The present practice of including counselors, librarians, special teachers in order to compute the classroom averages gives an untrue picture of actual classroom size.

3. ADEQUATE FINANCIAL SUPPORT BE PROVIDED TO ELIMINATE ALL INSTRUCTIONAL FEES EXCEPT FOR PERSONAL PROPERTY, LIMITED TO: HOME ECONOMICS, LITERATURE, SHOP, AND ART (TAKE HOME ITEMS). ALLOW LOCAL BOARDS TO APPROVE ADDITIONAL FEES IF PROVEN NECESSARY.

Rationale

Currently, instructional fee allowances do not consider rising prices and programs are handicapped because of lack of funds. Often times, needs arise within particular classrooms that are valid and we feel local boards should have some leeway here. It is to be understood that no students must forego a class because of fees they cannot meet.

4. THE TEACHING OF THE BASICS IN GRADES K-3 BE REQUIRED.

Rationale

Consumer, vocational, and career education may certainly be incorporated into the general program but the requirement that they be taught, and the accompanying paperwork, infringe unnecessarily.

5. THE ENTRANCE AGE OF CHILDREN TO THE FIRST GRADE BE RAISED BY ONE MONTH EVERY YEAR UNTIL WE REACH A GOAL OF SIX BY SEPTEMBER.

Rationale

By doing this, gradually there would not be an unreasonable change of enrollment in any one school year.

6. EACH TEACHER HAVE A PLANNING PERIOD OF NOT LESS THAN THIRTY (30) MINUTES PER SCHOOL DAY. EACH TEACHER HAVE DUTY-FREE LUNCH WHENEVER POSSIBLE TO PROVIDE THOROUGH SCHEDULING.

Rationale

The committee requests that the State Department of Education make available assistance in scheduling to those districts so requesting. In most circumstances, it will be possible to provide 30 minutes of planning for each teacher by finesse in scheduling and use of auxillary help.

7. THE COMMONWEALTH PROVIDE THE FUNDING FOR COMPLETION OF A FULL KINDERGARTEN PROGRAM DURING THIS BIENNIUM.

8. THE STATE MAKE AVAILABLE FUNDING FOR ALTERNATIVE PROGRAMS.

Rationale

We recommend the following points be considered:

a. Better definition and guidelines for establishing programs.

b. Lower pupil-teacher ratio.

c. Lower counselor-teacher ratio.

d. Upgrading status (image) of programs.

e. Time-out rooms as alternatives to suspensions.

f. Unskilled, individual programs for behavioral problems.

9. LOCAL SYSTEMS SHALL PROVIDE SCHOOL COUNSELORS AT A RATIO OF 1:500 (OR PORTION THEREOF) FOR GRADES K-12.

10. EACH BOARD SHALL ESTABLISH THE MECHANICS TO ASSURE TEACHER REPRESENTATION IN THE INITIAL PLANNING OF: CURRICULUM, IN-SERVICE, CALENDAR, SALARY, TEXTBOOK SELECTION, AND WORKING CONDITIONS.

Rationale

Whenever employees have input into conditions affecting their working conditions or performance, there is more acceptance of the results.

11. FULL RETIREMENT AFTER THIRTY YEARS OF KENTUCKY SERVICE CREDIT BE PROVIDED WITHOUT PENALTY, REGARDLESS OF THE AGE OF THE MEMBER. REVIEW THE PRESENT SYSTEM OF TEACHER-STATE CONTRIBUTIONS INTO THE RETIREMENT FUND. INCREASE THE STATE'S CONTRIBUTION RATE INTO THE TEACHERS' RETIREMENT SYSTEM TO 13.1 PERCENT OF THE TEACHERS' ANNUAL GROSS SALARY. INCREASE THE 2 PERCENT FACTOR IN THE EXISTING FORMULA TO 2 ½ PERCENT FOR ANY SERVICE CREDIT EARNED AFTER JULY 1, 1978.

Rationale

Employees of some of the state universities participate in both the retirement system and social security. This means that the state's contribution rate is 13.55 percent (7.77 percent + 5.85 percent) of the employees annual gross salary. Consider also that salaries are generally higher in universities.

12. THAT ALL INSTRUCTORS BE REQUIRED TO HAVE RECENT CLASSROOM EXPERIENCE IN THEIR AREA OF INSTRUCTION.

Rationale

Too often, and once is too often, we find instructors teaching courses when they have had no real experience in the classroom -- or no experience with the age child whom they are teaching. Research and textbook knowledge are not to be considered unimportant but, coupled with experience, certainly enhanced.

13. A STANDARDIZED TESTING PROGRAM TO DETERMINE COMPETENCY PRIOR TO GRADUATION BE ESTABLISHED.

Rationale

The recent surge of court cases dealing with illiterate graduates promise more to come. This should not only protect the systems, administrators, and teachers, but lessen social promotion and promote the education of the student.

Teachers from many counties expressed the desire for personal leave days but our subcommittee felt that to legislate this would impose an undue financial burden. Local boards presently have this option.

The need for more strict, or stricter enforcement of, behavior standards was voiced numerous times. There being a separate subcommittee dealing with this concern, we did not speak to it but certainly want to endorse it.

We support the concept of the administration that information concerning federal and state funds is available to all systems at the same time and that all have the same opportunity to successfully apply for said funding.

The subcommittee would like to go on record as supporting the Governor's Task Force on Education and commend the Governor and the Task Force members for taking this comprehensive look at education within Kentucky with a view toward improving the strong points and obliterating the weak.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Transferability of College Credits

It is recommended that:

1. A UNIVERSAL COLLEGE COURSE NUMBERING SYSTEM BE ESTABLISHED FOR THE INSTITUTIONS OF HIGHER EDUCATION IN THE COMMONWEALTH OF KENTUCKY.
2. THE COUNCIL ON HIGHER EDUCATION BE PREPARED TO PRESENT A PLAN TO THE 1980 REGULAR SESSION OF THE GENERAL ASSEMBLY FOR A NUMBERING SYSTEM AND A TIME SCHEDULE FOR IMPLEMENTATION.
3. GUIDELINES BE DEVELOPED TO ALLOW FOR TRANSLATING NON-ACADEMIC EXPERIENCE INTO COLLEGE CREDIT AND THESE CREDITS BE ACCEPTABLE IN ALL INSTITUTIONS OF HIGHER EDUCATION.
4. ALL INSTITUTIONS OF HIGHER EDUCATION REVIEW THIS TRANSFER OF CREDIT POLICY IN LIGHT OF NATIONAL AND/OR REGIONAL ACCREDITATION OF COLLEGIATE POSTSECONDARY TECHNICAL, VOCATIONAL, AND PROPRIETARY SCHOOLS.

   The subcommittee did not state a priority preference for these recommendations.

The problems discussed by the subcommittee are:

1. The transferability of college credits.
2. The translation of non-academic experience into college credits.
3. A uniform course numbering system.
4. The problem of accreditation.

Information was secured from the knowledge of members of the subcommittee and from the following consultants:

Robert Carter - Council on Higher Education
John Frazer - Independent Colleges and Universities
A. R. Sullivan- Sullivan Junior College of Business

The major points of interest were:

1. Transferability of college credits between institutions of higher education in the Commonwealth of Kentucky.
2. Bringing transfer policies up-to-date, and meeting the needs of the 20th Century, while at the same time protecting the integrity of the degrees offered by the various institutions.

3. The subcommittee was interested in maintaining the autonomy of the various institutions of higher education at the same time they were developing the recommendations mentioned above.

GOVERNOR'S TASK FORCE ON EDUCATION

Recommendations of the Subcommittee on Vocational Education

Subsequent to the formation of the Subcommittee on Vocational Education, the Governor announced on May, 1977, that he, by Executive Order, had directed a reorganization of the Kentucky State Department of Education. Among other changes contained within the Order, a State Board for Occupational Education was proposed. In addition to the staffing plan which was outlined in a precise fashion, it was noted that the primary function of the State Board for Occupational Education shall be to develop and adopt policies and regulations by which the Department of Occupational Education shall be governed in planning, coordinating, administering, supervising, operating, and evaluating occupational education programs, services, and activities within the scope of its authorized responsibility. Additionally, the State Board for Occupational Education was designed as the sole state agency for the purpose of developing and improving state plans required by state and/or federal laws and regulations as prerequisites to receiving state and/or federal funds for vocational education, vocational rehabilitation, and adult education. Because of the broad and far-sweeping powers of the newly established Board and the Department, the work of this subcommittee does seemingly become one of providing to that Board for its consideration the best advice, counsel and recommendation that has emerged from a series of well attended and detailed subcommittee meetings.

In an attempt to be of such help to the newly created Board and Department, the recommendations of the Subcommittee on Vocational Education will be addressed in generic areas that seem to have priority as the discussions were held and the meetings progressed.

1. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT CURRICULUM FOR VOCATIONAL EDUCATION SHOULD BE BASED ON CURRENT AND PROJECTED TECHNICAL NEEDS AND BE DEVELOPED TO FACILITATE MODIFICATION AS NEEDS CHANGE. ALL AVAILABLE DATA AND INFORMATION SHOULD BE UTILIZED IN PLANNING FOR CURRICULUM CHANGE.

   The subcommittee recognized almost immediately that the curriculum for vocational education should be tuned to current as well as projected job requirement needs rather than to continue a curriculum that is geared to prior skill training requirements. Considerable time and effort was devoted to determining how legitimate and appropriate recommendations for curriculum changes could be established. In its investigation, the subcommittee learned that there are data available, mostly originating from the State Commission for Postsecondary Education, that provides a base for meaningful projection. Every effort should be made by the Board for Occupational Education and the Department for Occupational Education to utilize available information in their effort to design and establish vocational curriculum that will meet tomorrow's needs as technological changes are experienced.

Among the fifty states, Kentucky has a commendable ranking for its efforts in vocational training; and of this, each of the citizens of the Commonwealth should be proud. However, specific instances can be found where the training is more tuned to yesterday's rather than tomorrow's requirements, and it is the belief of the subcommittee that even improved rankings can be achieved if serious attention and direction is given to this area of consideration.

2. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT VOCATIONAL AND OCCUPATIONAL GUIDANCE SERVICES SHOULD BE PROVIDED FOR ALL STUDENTS. THE PARTICIPATION AND ROLE OF VOCATIONAL COUNSELORS SHOULD BE CLEARLY DEFINED.

   Vocational education, for many years, was the area to which troublesome or less interested students were directed. It is the subcommittee's opinion that such actions are totally inappropriate when the real benefits deriving from sound vocational training are realized. In no case should the studends be "sent to" or permitted by their own choice to enter vocational education programs unless there is a proper screening process that is followed that determines this is the best course of action for the student as well as for the educational system of which he is a part.

   The foregoing addresses the importance and the need for improved and available counseling for vocational training specifically. The subcommittee was made aware of the fact that there are already too few counselors on a ratio to student population and that those counselors who do exist, in some measure, are not totally equipped to do a sound job of counseling in the vocational education field. One observation made was that vocational counselors occasionally lack specific knowledge of the occupational areas in the world of work. It is the recommendation of this subcommittee that serious consideration be given to: (1) special training for vocational counselors, (2) increasing the number of such people available on a proper student-counselor ratio, (3) provide for meaningful training and upgrading of counselors who may not be totally equipped to perform such service at the present time, and (4) relieving counselors of routine clerical and administrative duties which detract from the time available for counseling functions.

3. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT ADEQUATE COMPENSATION SHOULD BE PROVIDED FOR TEACHERS OF VOCATIONAL SUBJECTS TO GUARANTEE AND INSURE THAT WELL QUALIFIED AND PROPERLY PREPARED PERSONS ARE RECRUITED FOR VOCATIONAL TEACHING.

   The Task Force was visited by several individuals who have studied the entire question of teachers' compensation in the vocational education field. Among the more striking examples noted is the disparity in salary structures that currently exists between various levels of the school system in which vocational education offerings are available. Likewise, a huge disparity seems to exist between the amount of money made by an individual who is a journeyman in his craft as opposed to the teacher who is teaching the basic skills necessary to perform the work of a craft. There appeared to the subcommittee to be no question that a lack of equity exists in the salary structures for vocational education teachers. It is recognized that teachers for vocational education are hard to recruit because of the lack of personnel with available teaching and job skill qualifications. Likewise, there is considerable disenchantment expressed by logical candidates over the salaries being proferred for such service. While we are not suggesting a wholesale increase for all vocational teachers, we do believe that both the Board for Occupational Education and the Department for Occupational Education must consider the significant problems that exist in the recruiting and retaining of qualified personnel to carry out the objectives of a meaningful vocational program. Salaries are, of course, one of the keystones in the makeup of an attractive job offer, and we believe that the total vocational effort will be enhanced if serious consideration is given to this area.

Two studies were reviewed by the subcommittee. One, a study performed by the Northern Kentucky State Vocational Region 7 titled "Justification for Salary Improvements," and the other a study comparing the Kentucky vocational teachers' salaries versus the salaries of business, industry, and labor in Jefferson County which was completed in May 1977. Both of these studies highlight the disparities and the lack of equity mentioned herein and go into elaborate detail which need not be discussed in this paper. However, we most strongly urge that full consideration be given to this extremely important question so as to enhance the overall effort across the Commonwealth. (Copies of referenced documents are attached.)

4. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT THE MEMBERSHIP ROLE AND SCOPE OF VOCATIONAL EDUCATION ADVISORY COMMITTEES BE REVIEWED. IT IS THE INTENT OF THIS RECOMMENDATION TO INVOLVE BUSINESS, INDUSTRY, AND LABOR LEADERS IN ACTIVE PARTICIPATION IN THE WORK OF THESE COMMITTEES.

The advisability of establishing vocational advisory committees to link business, industry, labor, and the general public with vocational educational schools was a subject that deserves further consideration because of its high merit content. Most businesses are willing to invest time, manpower, and money in vocational training if they are able to see a direct benefit as reflected by the output of the school. Helpful direction can be obtained from business and industry as counselors, teachers, and staff of the vocational system prepare their work, arrange the curriculum, and equip their facilities. Several specific examples were brought out during the subcommittee discussions which indicate that the effort should be made to cause a "linkage" between the individual schools, the school system and business, industry, labor, and the general public. We, therefore, recommend that the Department for Occupational Education establish this as one of its objectives and, if necessary, seek further help from the subcommittee in providing resources that would contribute to this effort.

5. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT CURRENT ORGANIZATIONAL PATTERNS SHOULD BE CAREFULLY EXAMINED AND REVIEWED IN AN EFFORT TO BRING ABOUT IMPROVEMENTS IN EFFICIENCY, PRODUCTIVITY, ADMINISTRATION AND COST EFFECTIVENESS.

   Consideration was given and a recommendation was forthcoming from a detailed discussion on the administrative structure for vocational education across school districts and county lines. It is the subcommittee's belief that greater efficiency and better service to students can be achieved through planning across lines of administrative structures. Consideration should be given in the newly structured Department for Occupational Education to a redesigned organizational pattern to permit the greatest possible articulation between programs at various educational levels and which will encompass a broad range of professional program choices to the largest number of students. The vocational system in and around Jefferson County, Kentucky, would serve as a current example of constrained opportunity because of its numerous vocational centers without close coordination or maximized use of the teacher availability and qualification of staff. Some of the difficulty in and around Jefferson County is due solely to the organizational structure and the jurisdictional boundaries that exist, all of which could be eliminated through a properly designed reorganization structure. This subcommittee believes that significant improvements in efficiency, productivity, and cost will be realized if such reorganization is undertaken promptly.

6. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT THE BONUS UNIT SHOULD BE CAREFULLY STUDIED WITH THE POSSIBILITY THAT IT MIGHT BE RESTORED TO ORIGINAL FORM OR MODIFIED SLIGHTLY.

   The subject of whether or not vocational units supporting secondary vocational programs should be "bonus" units as they were prior to 1974 was discussed. There was a heavy sentiment expressed by the subcommittee, and it was felt that a recommendation should be made that the bonus units should be restored but perhaps in a slightly different fashion now that the state's educational system has been reorganized.

7. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT FULL CONSIDERATION SHOULD BE GIVEN TO PROVIDE VOCATIONAL EDUCATION FOR EXCEPTIONAL CHILDREN.

   The subcommittee warmly feels that vocational education for exceptional children is a desirable goal that should be given full consideration.

8. IT IS RECOMMENDED BY THE SUBCOMMITTEE ON VOCATIONAL EDUCATION THAT THERE BE CONTINUED DEVELOPMENT OF COMPETENCY BASED VOCATIONAL EDUCATION PROGRAMS.

   The subcommittee firmly endorses the progress made thus far in providing for competency based delivery of vocational educational services and encourages furtherance of this objective.

9. IT IS RECOMMENDED THAT THE SUBCOMMITTEE ON VOCATIONAL EDUCATION HAVE INFORMATIVE DISCUSSIONS WITH THE STATE BOARD FOR OCCUPATIONAL EDUCATION AND THE STATE DEPARTMENT FOR OCCUPATIONAL EDUCATION. THE SUBCOMMITTEE OFFERS ITS SERVICES AND INTEREST TO THESE TWO BODIES.

The work of the Vocational Subcommittee was changed drastically by the Governor's May 1977 Executive Order. The members of the subcommittee found themselves in a role where they did not wish to "second guess" those professional and lay persons who were to serve on the Board for Occupational Education and in the Department for Occupational Education. Members of the subcommittee did, however, recognize their responsibility as citizens of the Commonwealth to consider seriously the subject of vocational education because of its prime role in preparing today's youth for tomorrow's job opportunities and thereby advancing the total economic strength of the Commonwealth. It is for the foregoing reasons that our subcommittee wishes to have meaningful discussion with the appropriate members of the State Board for Occupational Education and the State Department for Occupational Education prior to submitting its recommendations to the Governor in the Fall of 1977. While the original recommendations framed by the members of the subcommittee will not be changed, it is entirely possible that an addendum will be written to include the comments and information exchanged in such a proposed discussion.

It is the subcommittee's belief that the Governor acted wisely in reorganizing to set vocational education apart so that it may receive the full attention that it so rightfully deserves. The subcommittee, in mid-June of 1977, complimented the Governor on his actions by unanimously passing a resolution to that effect and forwarding it to him.

The subcommittee is well aware of the fact that vocational education stands high as compared with the overall educational system of the Commonwealth in rankings among other states. We believe that this position can be even further elevated and reinforced if the recommendations contained herein are fully considered and implemented by the newly formed organization.

CONFERENCE REPORT RECOMMENDATION REVISIONS

Administrators' Concerns	10
Auxiliary Services	No Change
Baccalaureate Degree	4
Community Colleges	7
Conservation of Energy	15
Curriculum	12
Doctoral Degree	11
Early Childhood Development	16
Education by Television	8
Education for Exceptional Children	17
Expenditures for Education	7
Financing Education	2
Fiscal Accountability	1
Goals of Education	10
Governance	6
Innovative Programs	5
Inservice Training	3
Instructional Materials	2
Instructional Personnel	14
Instructional Personnel Minority Report	20
Master's Degree	1
Noncertified Personnel	6
Noncertified Personnel Minority Report	21
Nonpublic Schools	13
Parent Education	No Change
Postsecondary Education	8
Program Accountability	4
Public Relations and Public Understanding	No Change
Roll Back Law	4
Statute Revision	20
Student Behavior	13
Students' Concerns and Recommendations	No Change
Teachers' Concerns	14
Teachers' Concerns Minority Report	22
Transferability of College Credits	1
Vocational Education	No Change

SUBCOMMITTEE ON MASTER'S DEGREE

(Pages 195-196)

Recommendation No. 1 changed to read as follows:

1. ONGOING EXAMINATION OF CONTINUING EDUCATION FOR THE CREDENTIALING PROCESS BE MADE BY THE APPROPRIATE BODY.

SUBCOMMITTEE ON TRANSFERABILITY OF COLLEGE CREDITS

(Pages 353-354)

Recommendations are changed to read as follows:

1. THIS COMMITTEE RECOMMENDS THE ESTABLISHMENT OF A UNIVERSAL COLLEGE COURSE NUMBERING SYSTEM FOR THE INSTITUTIONS OF HIGHER EDUCATION IN THE COMMONWEALTH OF KENTUCKY. THE COMMITTEE FURTHER RECOMMENDS THE COUNCIL ON HIGHER EDUCATION BE PREPARED TO PRESENT TO THE 1980 REGULAR SESSION OF THE GENERAL ASSEMBLY A PLAN FOR THIS NUMBERING SYSTEM AND A TIME FRAME FOR IMPLEMENTATION.
2. THIS COMMITTEE RECOMMENDS THAT GUIDELINES BE DEVELOPED TO ALLOW FOR TRANSLATING NONACADEMIC EXPERIENCE INTO COLLEGE CREDITS AND THAT THEY BE TRANSFERABLE TO ALL HIGHER EDUCATION INSTITUTIONS.
3. THIS COMMITTEE RECOMMENDS THAT ALL INSTITUTIONS OF HIGHER EDUCATION REVIEW THEIR TRANSFER OF CREDIT POLICY IN LIGHT OF NATIONAL AND/OR REGIONAL ACCREDITATION OF COLLEGIATE POSTSECONDARY TECHNICAL, VOCATIONAL, AND PROPRIETARY SCHOOLS.

SUBCOMMITTEE ON FISCAL ACCOUNTABILITY

(Pages 131-132)

Add the following recommendations:

WE RECOMMEND THE MINIMUM OF 50¢ TAX ON COAL SEVERANCE BE RAISED TO 75¢.

SUBCOMMITTEE ON INSTRUCTIONAL MATERIALS

(Pages 171-177)

Delete recommendations 1, 6, and 8.

Recommendation No. 2 changed to read as follows:

> IN ADDITION TO THE TEXTBOOK PROVISION, MONEY BE PROVIDED FOR THE PURCHASE OF SUPPLEMENTAL INSTRUCTIONAL MATERIALS. AT LEAST AN ADDITIONAL THIRTY PERCENT (30%) OF THE AMOUNT SPENT FOR TEXTBOOKS SHOULD BE ALLOCATED. SUCH ADDITION IS NECESSARY NOT ONLY FOR THE PURCHASE OF SUPPLEMENTAL MATERIALS BUT ALSO WOULD ELIMINATE THE SHORTAGE CURRENTLY BEING EXPERIENCED IN THE AMOUNT OF MONEY ALLOCATED FOR THE BASAL TEXTBOOKS.

Recommendations 9-14 are to be studied further by the committee.

SUBCOMMITTEE ON FINANCING EDUCATION

(Pages 127-130)

Recommendation No. 5 changed to read as follows:

> TO INCREASE SALES AND USAGE TAX AND CORPORATE AND INDIVIDUAL INCOME TAX AS NECESSARY FOR FINANCING EDUCATION TO ACCOMPLISH THE STATED GOALS.

Add the following two recommendations:

8. THAT KRS 160.621, 160.625 and 160.627 BE AMENDED, AND THAT ANY LOCAL SCHOOL DISTRICT THAT LEVIES A TAX ON EXCISE TAX THAT THE STATE DEPARTMENT OF REVENUE BE RESPONSIBLE FOR COLLECTING THAT TAX FOR THE LOCAL SCHOOL DISTRICT.

9. RECOMMENDED TO CONTINUE THE POWER EQUALIZATION PROGRAM, THE FIVE CENTS (5¢) THAT WAS RECEIVED THIS YEAR AND IT BE INCREASED FIVE CENTS (5¢) EACH YEAR OF THE BIENNIUM.

SUBCOMMITEE ON INSERVICE TRAINING
(Pages 163-167)

Recommendation No. 1 changed to read as follows:

> EACH LOCAL SCHOOL SYSTEM BE ALLOTTED A MINIMUM OF FOUR DOLLARS ($4.00) PER PUPIL EACH YEAR TO BE USED IN DEVELOPING AND PROVIDING INSERVICE PROGRAMS IN EACH SCHOOL SYSTEM. A LINE ITEM SHALL BE ESTABLISHED IN THE BUDGET FOR THE USE OF THESE FUNDS. IN COOPERATION WITH THE ADMINISTRATION, THE INSERVICE EDUCATION COMMITTEE WILL DESIGN THE INSERVICE PROGRAMS FOR THE EXPENDITURE OF THESE FUNDS.

Recommendation No. 4 changed to read as follows:

> AN INSERVICE EDUCATION COMMITTEE SHALL BE FORMED IN EACH SCHOOL DISTRICT. A SIMPLE MAJORITY OF THE COMMITTEE SHALL BE CLASSROOM TEACHERS. THE REMAINING COMPOSITION OF THE COMMITTEE SHALL INCLUDE AT LEAST THREE (3) FROM AMONG THE FOLLOWING DIVERSIFIED CONSTITUENCY: LOCAL SCHOOL ADMINISTRATION, COMMUNITY REPRESENTATIVES, HIGHER EDUCATION, STATE DEPARTMENT OF EDUCATION, AND STUDENTS. THE COMMITTEE SHALL REPORT TO THE SUPERINTENDENT AND THROUGH HIM TO THE BOARD OF EDUCATION FOR IMPLEMENTATION OF RECOMMENDATIONS.

Recommendation No. 6 changed to read as follows:

> THE STATE DEPARTMENT OF EDUCATION ESTABLISH AND FUND SIXTEEN (16) REGIONAL EXPERIMENTAL CENTERS FOR THE PURPOSE OF CURRICULUM AND INSTRUCTION IMPROVEMENT AND DEVELOPMENT.

Recommendation No. 7 changed to read as follows:

> A PAID SABBATICAL LEAVE PROGRAM FOR TEACHERS BE DEVELOPED FOR THE PURPOSE OF PROMOTING AND ADVANCING INSERVICE EDUCATION.

Recommendation No. 8 changed to read as follows:

> AN APPROPRIATE OFFICE IN THE STATE DEPARTMENT OF EDUCATION SERVE AS THE COORDINATING AGENCY FOR INSERVICE EDUCATION. THIS OFFICE SHALL COORDINATE THE USE OF RESOURCES AND ASSIST LOCAL SCHOOL SYSTEMS IN UTILIZING AVAILABLE RESOURCES.

Add the following recommendation:

10. WE RECOMMEND THAT OF THE FOUR (4) INSERVICE DAYS THAT ARE NOW GIVEN, TWO OF THOSE DAYS SHOULD BE DESIGNATED FOR MEETING INDIVIDUAL TEACHERS' NEEDS AND CONCERNS AND TWO OF THOSE DAYS FOR MEETING DISTRICT NEEDS AND CONCERNS.

SUBCOMMITTEE ON PROGRAM ACCOUNTABILITY
(Pages 251-255)

Recommendation No. 2 changed to read as follows:

> THE SUBCOMMITTEE ON PROGRAM ACCOUNTABILITY RECOMMENDS THAT A PROGRAM BE DEVELOPED IN EDUCATIONAL IMPROVEMENT THAT INVOLVES LOCAL NEEDS ASSESSMENT AND LOCAL DEVELOPMENT OF A PLAN WITH EQUAL PARENT, TEACHER, STUDENT, AND ADMINISTRATIVE REPRESENTATION SELECTED BY APPROPRIATE PEER GROUPS. SUCH A PLAN WOULD BE WRITTEN AND APPROVED UNDER BROAD GUIDELINES OF THE STATE BOARD OF EDUCATION AND SUBMITTED TO THE LOCAL DISTRICT BOARD OF EDUCATION FOR APPROVAL AND IMPLEMENTATION. THIS ASSUMES ADEQUATE STATE FUNDING AND ALLOWANCE FOR NEEDED CHANGES FOR IMPLEMENTATION AND CARRYING OUT THE PLAN.
>
> The philosophy of the committee is embodied in paragraphs 6 and 7 of Page 251 and paragraphs 1-5 of Page 252.

SUBCOMMITTEE ON ROLL BACK LAW
(Pages 265-271)

Recommendation No. 2 changed to read as follows:

> THE LOCAL BOARD OF EDUCATION SHALL HAVE THE OPTION TO LEVY AN ADDITIONAL TEN CENTS (10¢) AFTER CONDUCTING A PUBLIC HEARING AS PROVIDED IN KRS 160.603. (AMEND KRS 157.565 WHICH WILL ALLOW A LOCAL BOARD OF EDUCATION TO TAKE FULL ADVANTAGE OF THE POWER EQUALIZATION PROVISION PROGRAM IN THE EVENT THE 1978 SESSION OF THE GENERAL ASSEMBLY EXTENDS THIS PLAN ABOVE THE FIVE CENTS (5¢) ALLOWED FOR THE 1977-78 SCHOOL YEAR.)

SUBCOMMITTEE ON BACCALAUREATE DEGREE
(Pages 9-18)

The following replaces Recommendation No. 10 on Page 10 and the recommendation starting on line 18, Page 17:

> THAT THE KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION REVISE AND FINANCE THE CERTIFICATION REQUIREMENTS SO THAT TEACHER EDUCATION MAJORS HAVE EARLY IN-DEPTH EXPERIENCES IN THE ELEMENTARY AND/OR SECONDARY SCHOOLS. IN ALL FIELD EXPERIENCES, PARTICULAR EMPHASIS SHOULD BE PLACED ON:

1. DEVELOPING TECHNIQUES IN CLASSROOM MANAGEMENT.
2. IMPROVING COMMUNICATION SKILLS.
3 PROVIDING BASIC COUNSELING SKILLS.

FURTHER, WE RECOMMEND THAT THE KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION REQUIRE EVIDENCE OF A MINIMUM OF EIGHT WEEKS OF FULL-TIME STUDENT TEACHING FOR EACH CERTIFICATE GRANTED TO TEACHER EDUCATION GRADUATES; HOPEFULLY, THE FULL-TIME PERIOD IN THE CLASSROOM WILL BE EVENTUALLY INCREASED TO A SEMESTER.

SUBCOMMITTEE ON INNOVATIVE PROGRAMS
(Pages 143-162)

Delete Recommendations 1-8.

Add the following:

1. THE COMMITTEE URGES THE EXPANSION OF THE INFORMATION AND DISSEMINATION UNITIN THE STATE DEPARTMENT OF EDUCATION.

2. THE COMMITTEE RECOMMENDS THAT $220,000 BE ALLOCATED TO FUND THE INFORMATION DISSEMINATION UNIT.

3. THE COMMITTEE ENDORSES AS ONE SPECIFIC EXAMPLE THE INNOVATIVE CONCEPTS OUTLINED IN HOUSE BILL 70. (MOVING BEYOND THE USUAL UNDERSTANDING OF CAREER EDUCATION, HOUSE BILL 70 IS A TRANSITION INSTRUMENT WHICH LAUNCHES LIFE-CENTERED EDUCATION IN KENTUCKY. AS AN EXAMPLE OF SUPPORTIVE LEGISLATION, WE RECOMMEND HOUSE BILL 70 BE IMPLEMENTED IN ITS BROADEST INTERPRETATION.)

4. THE COMMITTEE RECOMMENDS THAT $1,000,000 BE DISPENSED (OR ALLOCATED) ON A PER PUPIL BASIS, AT THE DISCRETION OF THE DEPARTMENT OF EDUCATION TO FUND HOUSE BILL 70.

5. THE COMMITTEE RECOMMENDS THAT A PERMANENT ADVISORY COMMITTEE BE ESTABLISHED FOR THE ONGOING STUDY OF INNOVATIVE PROGRAMS.

6. THE COMMITTEE RECOMMENDS THAT $20,000 BE ALLOCATED TO ESTABLISH A PERMANENT ADVISORY COMMITTEE FOR INNOVATIVE PROGRAMS.

SUBCOMMITTEE ON NONCERTIFIED PERSONNEL
(Pages 197-201)

Recommendation No. 5 changed to read as follows:

> THAT FRINGE BENEFITS FOR BOTH CERTIFIED AND NONCERTIFIED EMPLOYEES BE SUBSTANTIALLY THE SAME WITHIN EACH SCHOOL SYSTEM.

Recommendation No. 8 changed to read as follows:

> THAT A PERSONNEL MANUAL SHALL BE PROVIDED AT TIME OF EMPLOYMENT FOR NONCERTIFIED PERSONNEL.

Delete Recommendation No. 10.

Add the following recommendation:

> THAT THE GENERAL ASSEMBLY PROVIDE ADDITIONAL FUNDS FOR PROGRAMS RECOMMENDED BY THE SUBCOMMITTEE.

SUBCOMMITTEE ON GOVERNANCE
(Pages 135-141)

Recommendation No. 10 add the following parenthetical statement:

> (As a result of the concerns expressed by a large number of delegates as to the educational requirement of local school board membership the subcommittee plans to give further consideration to this topic.)

Recommendation No. 12 add the following parenthetical statement:

> (The subcommittee recommends that a representative group of teachers, administrators, university personnel who participate in the Teachers' Retirement System and retired teachers meet prior to the convening of the 1978 General Assembly for the purpose of attempting to resolve this matter.)

Add the following recommendation:

15. DUE TO THE INCREASED EMPHASIS BEING PLACED ON A RETURN TO THE BASICS, THE SUBCOMMITTEE ON GOVERNANCE BELIEVES THE KENTUCKY GENERAL ASSEMBLY SHOULD RECONSIDER ITS RECENT TREND RESULTING IN MANDATED CURRICULAR AREAS SUCH AS ENVIRONMENTAL EDUCATION, CONSUMER EDUCATION, CAREER EDUCATION, CHARACTER EDUCATION, AND ALCOHOL AND DRUG ABUSE EDUCATION. THE SUBCOMMITTEE RECOGNIZES THE VALUE OF EACH OF THESE AREAS BUT HAS SERIOUS RESERVATIONS ABOUT THEIR BEING INCORPORATED INTO THE EDUCATIONAL

PROGRAM THROUGH LEGISLATIVE ENACTMENTS. THE PRIMARY RESPONSIBILITY OF THE SCHOOLS IS TO TEACH THE BASICS. ANYTHING THAT TAKES PRIORITY OVER THE BASICS COULD RESULT IN A NEGATIVE IMPACT ON THE EDUCATIONAL PROGRAMS.

SUBCOMMITTEE ON COMMUNITY COLLEGES
(Pages 19-26)

Recommendation No. 2 changed to read as follows:

THE CRITERIA FOR ESTABLISHMENT OF TWO-YEAR INSTITUTIONS BE CLOSELY OBSERVED BY THE LEGISLATURE AND EXECUTIVE BRANCHES WHEN CONSIDERING THE ESTABLISHMENT OF ADDITIONAL COMMUNITY COLLEGES. FURTHER, THE COUNCIL ON HIGHER EDUCATION ACCEPT MODIFICATIONS IN THE 1968 CRITERIA AS RECOMMENDED BY THE SUBCOMMITTEE (See attachment II.)

Recommendation No. 9 changed to read as follows:

THAT COMMUNITY COLLEGES BE RESTRICTED TO THE SERVICE AREA AS DEFINED BY THE COUNCIL ON HIGHER EDUCATION FOR OFF-CAMPUS COURSES.

SUBCOMMITTEE ON EXPENDITURES FOR EDUCATION
(Pages 123-126)

Recommendation No. 1 add the following:

$2,400-$2,500 BE INCLUDED FOR CAPITAL OUTLAY COSTS.

Recommendation No 4b changed to read as follows:

SALARIES FOR NONCERTIFIED PERSONNEL BE COMPARABLE TO THE AVERAGE SALARIES FOR EQUIVALENT POSITIONS IN THE SURROUNDING AREAS.

Recommendation No. 5 changed to read as follows:

A FACTOR FOR INFLATION BE BUILT INTO THE FORMULA FOR ALLOCATION OF CURRENT OPERATING EXPENSES.

Recommendation No. 9 changed to read as follows:

THE FORMULA FOR CALCULATING FUNDS FOR INSTRUCTIONAL SUPPLIES BE REVISED TO COVER ACTUAL COSTS.

Recommendation No. 10 add the following:

THAT EACH SCHOOL DISTRICT BE RAISED TO A LEVEL SO THEY CAN PARTICIPATE FULLY IN ANY EQUALIZATION FUNDS MADE AVAILABLE BY THE STATE.

Recommendation No. 12 changed to read as follows:

THE SUBCOMMITTEE RECOMMENDS THE FOUNDATION PROGRAM NOT BE REDUCED BECAUSE OF SUCH EXTRAORDINARY AND UNCONTROLLED EVENTS AS FLOODS, COLD WEATHER, ETC.

Note: Average daily attendance is 92.79 percent of enrollment. On this basis the approximate cost per year would be $31,300,000.

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

(Pages 247-250)

Recommendation No. 6 changed to read as follows:

OCCUPATIONAL TRAINING PROGRAMS HAVE ONE MAJOR GOAL--TO PREPARE INDIVIDUALS FOR GAINFUL EMPLOYMENT IN OCCUPATIONS DIRECTLY RELATED TO THE KNOWLEDGE AND SKILLS ACQUIRED IN THE TRAINING PROGRAMS.

SUBCOMMITTEE ON EDUCATION BY TELEVISION

(Pages 105-114)

Recommendation No. 1 changed to read as follows:

AT A MINIMUM, THE QUALITY OF PROGRAMS BROADCAST ON KET BE MAINTAINED AT ITS PRESENT LEVEL FOR THE NEXT TWO YEARS.

Recommendation No. 3 changed to read as follows:

SALARIES AND BUDGETED MONIES FOR THE OFFICE BE SUFFICIENT TO GUARANTEE A HIGH LEVEL OF PERFORMANCE.

Recommendation No. 5 changed to read as follows:

THE SCHOOL RECEPTION EQUIPMENT PROJECT CONTINUE TO BE FUNDED THROUGH 1978-80 AND THAT FUNDS BE INCREASED TO A LEVEL TO PURCHASE ITEMS NEEDED IN RECOMMENDATIONS 6, 7, and 8.

Recommendation No. 6 changed to read as follows:

> EVERY PUBLIC SCHOOL IN KENTUCKY SHOULD HAVE THE OPPORTUNITY TO HAVE FUNCTIONAL TELEVISION RECEPTION CAPABILITY, EITHER A MASTER ANTENNA OR A CABLE CONNECTION DISTRIBUTION SYSTEM.

Recommendation No. 7 changed to read as follows:

> EACH PUBLIC SCHOOL IN KENTUCKY SHOULD HAVE THE OPPORTUNITY TO HAVE ONE TELEVISION RECEIVER PER ACTIVE CLASSROOM; AT LEAST 70 PERCENT OF THIS TO BE ACHIEVED IN THE NEXT BIENNIUM.

Recommendation No. 8 changed to read as follows:

> EACH PUBLIC SCHOOL IN KENTUCKY SHOULD HAVE THE OPPORTUNITY TO HAVE AT LEAST ONE VIDEOTAPE RECORDER; IN SOME CASES, TWO OR MORE COULD BE JUSTIFIED.

Recommendation No. 9 changed to read as follows:

> TECHNICAL FIELD SERVICES BE EXPANDED BY ADDING A MINIMUM OF 14 ADDITIONAL TECHNICIANS TO THE KET SYSTEM.

Recommendation No. 11 changed to read as follows:

> ADEQUATE FUNDS BE PROVIDED FOR PRODUCTION OF EDUCATIONAL TELEVISION PROGRAMS AS REQUESTED BY THE STATE BOARD OF EDUCATION AND THE COUNCIL ON HIGHER EDUCATION.

Recommendation No. 12 changed to read as follows:

> IT IS RECOMMENDED THAT THE FINDINGS OF THE JEFFERSON COUNTY EDUCATION CONSORTIUM STUDY REGARDING ITV IN JEFFERSON COUNTY BE SHARED WITH THE EDUCATION BY TELEVISION SUBCOMMITEE IN ORDER FOR THE SUBCOMMITTEE TO MAKE INFORMED AND LONG-RANGE RECOMMENDATIONS REGARDING THE USE OF ITV IN THE DELIVERY OF EDUCATIONAL SERVICES IN JEFFERSON COUNTY.

Recommendation No. 13 changed to read as follows:

> TELEVISION SHOULD BE USED AT THE DISCRETION OF THE TEACHER.

SUBCOMMITTEE ON GOALS
(Pages 133-134)

The goals of education must be under continuous study. The fundamental goal of Kentucky education is the development of each individual to the maximum capacity in order to function effectively in the modern complex society in which the individual lives. The school must be prepared to exercise a leadership role in meeting this responsibility.

In order to move toward the fundamental goal, the subcommittee has identified certain basic areas which need development.

Area I - The Student -- Human Development. Kentucky education must foster an educational atmosphere which enhances the total human development of all its people. In order to reach this goal, the complex nature of human development must be recognized.

No change in Area II.

Area III - The Educator -- Professional Development. Kentucky education must develop an atmosphere which will attract, retain and maintain the highest quality people for the teaching profession. In order to reach this goal, the profession must be enhanced so that those with the ability and vision to inspire students will choose the teaching profession and make it a life's career. The complete resources of the Commonwealth must be available in such a way that each educator can use these resources to maintain and improve personal and professional talents and expertise.

No additional changes were made.

SUBCOMMITTEE ON ADMINISTRATORS' CONCERNS
(Pages 1-2)

Recommendations 1 - 3 were not changed.

The following replace theiremainer of the recommendations:

4. UNIT SIZE SHOULD BE LOWERED. TWENTY STUDENTS IN KINDERGARTEN AND FIRST GRADE, 22 IN THE SECOND AND THIRD GRADE, 25 IN FOURTH THROUGH SIXTH GRADES, AND 26 in SEVENTH GRADE AND ABOVE. CALCULATIONS FOR FUNDING SHOULD UTILIZE THE FIGURES IN RECOMMENDATION FOUR AS THE BASIS FOR FIGURING UNITS UNDER THE FOUNDATION PROGRAM.

5. THE BONUS UNIT BE REINSTATED FOR VOCATIONAL EDUCATION AND EXCEPTIONAL CHILDREN UNITS IN THE ALLOCATION FORMULA OF THE MINIMUM FOUNDATION PROGRAM.

6. POWER EQUALIZATION SHOULD BE INCREASED 5¢ PER YEAR FOR EACH OF THE NEXT FOUR YEARS. SCHOOL BOARDS SHOULD BE ALLOWED TO RAISE THE SCHOOL PROPERTY TAX RATE 5¢ PER YEAR IF SUCH RATE IS REQUIRED TO PARTICIPATE IN THE EQUALIZATION PROGRAM.

7. SURPLUS FOUNDATION PROGRAM MONIES IN THE EXECUTIVE BUDGET BE REALLOCATED TO THE LOCAL SCHOOL DISTRICTS USING THE FOUNDATION PROGRAM FORMULA.

8. THE DEPARTMENT OF EDUCATION AND EDUCATORS AND CITIZENS BE ALLOWED TO STUDY RESEARCH AND DEVELOP THEIR OWN ACCOUNTABILITY AND PROFESSIONAL IMPROVEMENT PLANS.

9. THE DEPARTMENT OF EDUCATION ENCOURAGES EDUCATIONAL INSTITUTIONS TO DEVELOP COURSES DEALING WITH THE EVALUATION OF ADMINISTRATORS, TEACHERS, AND THE CONCEPT OF ACCOUNTABILITY.

SUBCOMMITTEE ON DOCTORAL DEGREE

(Pages 69-80)

Recommendation No. 3 on Page 70 is changed to read as follows:

> IMPROVED MECHANISMS ARE NEEDED AT BOTH THE INDIVIDUAL INSTITUTIONS AND AT THE COUNCIL ON HIGHER EDUCATION LEVEL FOR THE ARTICULATION OF AND SUBSEQUENT APPROVAL OF NEW DOCTORAL PROGRAMS.

On Page 73, delete paragraph concerning a veterinary school.

On Page 73 after the last paragraph, add the following statement:

> These recommendations have been based on the best research and data available and the subcommittee therefore believes them to be sound. However, it should be strongly noted that the subcomittee's impression of the concensus of the general population of Kentucky with respect to the question of availability of physicians and dentists is that medical and dental services are often inadequate in many areas of the state. This disparity between the data available and the perceived desires of the general public should be further explored.

On Page 77, recommendation No 1 is changed to read as follows:

> A POLICY BE DEVELOPED TO PROVIDE A FIXED RATIO OF ASSESSMENT OF INSTRUCTIONAL COSTS TO THE STUDENT AND THE STATE ON A COMPARABLE BASIS TO THE COST FOR COMPARABLE PROGRAMS AT THE BENCHMARK INSTITUTIONS.

In addition the subcommittee recommends to the Subcommittee on Financing Education

> THAT A SYSTEM OF TAXATION BE DEVELOPED WHICH WILL GENERATE REVENUE TO PROVIDE ADDITIONAL FUNDS FOR THE EDUCATIONAL NEEDS OF THE CITIZENS OF THE COMMONWEALTH.

SUBCOMMITTEE ON CURRICULUM
(Pages 49-67)

The following paragraph is added to A.1:

> IT IS THE INTENT OF THE SUBCOMMITTEE THAT THE ASSESSMENT PROGRAM BE USED FOR PROGRAM EVALUATION AND NOT FOR TEACHER EVALUATION.

C.1., paragraph two, is changed to read as follows:

> INCLUDED IN EACH DISTRICT'S PROGRAM WILL BE A POLICY FOR COMMUNICATION BETWEEN THE SCHOOL AND PARENTS TO EXPLAIN THE CHILD'S PERFORMANCE LEVEL. THIS SHOULD BE DONE IN EACH YEAR THAT ASSESSMENT TESTS ARE GIVEN.

D. Curriculum Responsibilities, the following changes are made:

2. State Board of Education

   It is the responsibility of the State Board of Education to develop policies to carry out the intent of the law.

3. State Department of Education

   It is the responsibility of the State Department of Education to provide leadership to local school districts in the area of measurement, analysis, research, and program assistance to local school districts.

4. Local School Districts

   It is the responsibility of each local school district to develop and implement an educational improvement program.

SUBCOMMITTEE ON STUDENT BEHAVIOR
(Pages 321-336)

On Page 325, Recommendation A.2 changed to read as follows:

> SUFFICIENT VOCATIONAL AND/OR PRE-VOCATIONAL PROGRAMS BE PROVIDED FOR STUDENTS WHO EXHIBIT PROMINENT DROPOUT TENDENCIES BEGINNING AT THE NINTH GRADE LEVEL.

SUBCOMMITTEE ON NONPUBLIC SCHOOLS
(Pages 203-226)

The following recommendations replace those in the conference report:

1. WE URGE THE STATE TO CONTINUE ITS EFFORTS TOWARD ACCOUNTABILITY IN BOTH THE PUBLIC AND NONPUBLIC SECTORS OF EDUCATION INCLUDING APPROPRIATE ACCREDITATION STANDARDS.
2. THE STATE DEPARTMENT OF EDUCATION SHOULD CREATE A HIGH LEVEL POSITION THAT WILL BE RESPONSIBLE FOR LIAISON BETWEEN THE NONPUBLIC SCHOOLS AND THE DEPARTMENT OF EDUCATION.
3. THE STATE SHOULD MORE FULLY RECOGNIZE THE WORTH OF NONPUBLIC EDUCATION AND ITS CONTRIBUTIONS TO KENTUCKY AND TO KENTUCKY STUDENTS. WE RECOMMEND THAT THE COMMONWEALTH OF KENTUCKY EMBRACE THE PRINCIPLE THAT SUPPORT OF INDIVIDUALS OR PROGRAMS RATHER THAN SUPPORT OF INSTITUTIONS BE THE CRITERION FOR ALLOCATING PUBLIC FUNDS THAT MAY BE USED IN NONPUBLIC SCHOOLS.
4. THE AVAILABILITY OF PRIVATE EDUCATION TO STUDENTS IN GEOGRAPHIC AREAS WHERE PUBLIC SCHOOLS CANNOT OFFER PROGRAMS THAT WILL MEET THEIR SPECIFIC NEEDS SHOULD BE ENCOURAGED. EQUAL EDUCATIONAL OPPORTUNITIES FOR PHYSICALLY, MENTALLY, AND EMOTIONALLY HANDICAPPED STUDENTS; FOR STUDENTS OF MINORITY RACES, INCLUDING BLACK STUDENTS; AND FOR GIFTED STUDENTS, MUST BE ENSURED.

CONCLUSION

The recommendations above embrace the principles contained in all three subcommittee reports. Specific procedures and processes are contained in greater detail in the full reports of the subcommittees and are endorsed for your consideration. The postsecondary report is in concurrance with the Education Commission of the States' policy. Recommendations contained in the report entitled, State Policy and Independent Higher Education adopted in June, 1977.

SUBCOMMITTEE ON TEACHERS' CONCERNS
(Pages 347-351)

On Page 350, Recommendation No. 8: Delete the word "unskilled."

On Page 350, Recommendation No. 10 is changed to read as follows:

> EACH BOARD SHOULD PROVIDE FOR A COMMUNICATIONS PROCEDURE TO ASSURE TEACHER REPRESENTATION IN THE INITIAL PLANNING OF CURRICULUM, INSERVICE, CALENDAR, SALARY, TEXTBOOK SELECTION, AND WORKING CONDITIONS.

Page 350, Recommendation No. 12 is changed to read as follows:

> THAT ALL PROFESSORS AND INSTRUCTORS INVOLVED IN TEACHER TRAINING PROGRAMS IS COLLEGES AND UNIVERSITIES BE REQUIRED TO HAVE HAD RECENT CLASSROOM EXPERIENCE IN THEIR AREA OF INSTRUCTION.

Page 351, Recommendation No 13 is replaced with the following:

> INCREASE FUNDS FOR CAPITAL OUTLAY EXPENSES BY NO LESS THAN 10% FOR EACH YEAR OF THE BIENNIUM, WITH ADDITIONAL CONSIDERATION FOR DISTRICTS EXPERIENCING GROWTH. (EXAMPLE, PROVISION FOR KINDERGARTEN SPACE.)
>
> INCREASE IN FUNDS FOR OTHER CURRENT EXPENSE CATEGORIES. THESE FUNDS BEING USED TO PAY FOR SUCH ITEMS AS UTILITY BILLS, INSTRUCTIONAL SUPPLIES AND MATERIALS, TEXTBOOKS, AUDIO-VISUAL MATERIALS AND TEACHERS' AIDES.

SUBCOMMITTEE ON INSTRUCTIONAL PERSONNEL
(Pages 179-193)

Page 179, Recommendation No. 4 is changed to read as follows:

> ANY PROCEDURE USED SHOULD ALLOW THE FREEDOM TO MAKE MISTAKES AND PROFIT BY THEM; SHOULD ENCOURAGE CREATIVE AND IMAGINATIVE METHODS OF TEACHING NOT PRESERVE THE STATUS QUO; SHOULD INVOLVE SELF, PEER, STUDENT, AND SUPERIOR EVALUATION. EVALUATION WOULD NOT SERVE ITS PURPOSE IF IT IS USED ARBITRARILY AS A METHOD OF TEACHER PUNISHMENT. THE FOCUS SHOULD BE ON THE ELIMINATION OF POOR TEACHING PRACTICES, NOT THE ELIMINATION OF TEACHERS.

Page 185, Recommendation No. 2 is changed to read as follows:

> INCREASE FUNDS FOR CURRENT OPERATING EXPENSES BY NO LESS THAN 10 PERCENT FOR EACH YEAR OF THE BIENNIUM.

Page 185, Recommendation No. 4 is changed to read as follows:

ESTABLISH VOCATIONAL AND SPECIAL EDUCATION UNITS AS BONUS UNITS, WITH ADDITIONAL MONEY FOR HANDICAPPED STUDENTS IN REGULAR PROGRAMS.

Page 186, Recommendation No. 3: After the words "support services" add the words "CLERICAL ASSISTANCE."

Page 187, delete the heading "Consider a State System of Accountability for Education." and the recommendation following. This is eliminated because of its duplication in another subcommittee's recommendations.

Page 188, Delete the following:

PROVIDE TEACHING STAFF WITH A VOICE IN DECISIONS CONCERNING THEIR PROFESSIONAL WORKING CONDITIONS AND INSTRUCTIONAL MATTERS.

RECOMMENDED ACTION: SAME AS ABOVE.

RATIONALE: Kentucky teachers have traditionally had little voice in deciding school matters which are often part of local politics. Professional negotiations would establish an organized method for making use of the expertise of our professional personnel and for avoiding massive teacher dissatisfaction.

Page 188, add the following:

PROVIDE TEACHING STAFF WITH AN ORDERLY COMMUNICATION SYSTEM FOR A VOICE IN DECISIONS CONCERNING THEIR PROFESSIONAL WORKING CONDITIONS AND INSTRUCTIONAL MATTERS.

SUBCOMMITTEE ON CONSERVATION OF ENERGY
(Pages 27-47)

The following recommendations are unchanged: No. 1, No. 2, No. 3, No. 4, and No. 5 (Short-range Goals).

The additional Short-Range Goals are as follows:

1. THE BOARDS OF EDUCATION BE GRANTED THE AUTHORITY TO EXCEED THE MAXIMUM PERMISSIVE TAX RATE FOR THE PURPOSE OF IMPLEMENTING ENERGY CONSERVATION PROGRAMS AND MATCHING FEDERAL FUNDS APPROPRIATED FOR ENERGY CONSERVATION PROGRAMS. THE STATE BOARD FOR ELEMENTARY AND SECONDARY EDUCATION SHOULD DEVELOP REGULATIONS CAREFULLY SPECIFYING THE NATURE, SCOPE AND EXTENT OF PROGRAMS ELIGIBLE FOR SUCH FUNDING.

2. FURTHER STUDY BY THE LOCAL BOARDS OF EDUCATION AND THE STATE DEPARTMENT OF EDUCATION BE GIVEN TO ADJUSTING THE SCHOOL CALENDAR IN VIEW OF ENERGY CONSERVATION.

3.. TRANSPORTATION COSTS OF THE SCHOOL BUDGET SHOULD BE GIVEN FOR THE STUDY BY THE LOCAL BOARDS OF EDUCATION AND THE STATE DEPARTMENT OF EDUCATION IN AN EFFORT TO CONSERVE ENERGY.

Recommendation No. 1 (Long-Range Goals) is changed to read as follows:

IT IS THE OVERWHELMING OPINION THAT THE COMMONWEALTH SHOULD IMMEDIATELY BEGIN TO LAY THE GROUNDWORK FOR CONVERTING TO THE USE OF COAL, COAL DERIVATIVES, OR OTHER FUELS NOT YET KNOWN.

SUBCOMMITTEE ON EARLY CHILDHOOD DEVELOPMENT

(Pages 81-103)

Recommendation No. 8 is changed to read as follows:

REGIONAL CENTERS SHOULD BE ESTABLISHED TO OFFER SERVICES IN SCREENING, EVALUATION, TREATMENT AND FOLLOW-UP. THESE CENTERS SHOULD ALSO PROVIDE PUBLIC INFORMATION RELATIVE TO THESE SERVICES. IT WAS FURTHER RECOMMENDED THAT MOBILE UNITS BE USED TO MEET BOTH REGIONAL AND STATE NEEDS.

Recommendation No. 10 is changed to read as follows:

A STATEWIDE PARENT EDUCATION PROGRAM SHOULD BE DEVELOPED. THE SUBCOMMITTEE WILL FOLLOW-UP WITH AN ADDITIONAL STATEMENT ON A PARENT-STUDENT CENTER, PARTICULARLY ON THE JUNIOR HIGH SCHOOL LEVEL.

Add the following recommendation:

12. THAT LEGISLATION BE ENACTED WHICH WOULD REQUIRE PUBLIC SCHOOL PROGRAMS FOR EXCEPTIONAL CHILDREN AGES 3-5, AND 18-21, IN THE 1978 SESSION OF THE LEGISLATURE FOR FULL COMPLIANCE WITH PUBLIC LAW 94-142.

SUBCOMMITTEE ON EDUCATION FOR EXCEPTIONAL CHILDREN
(Pages 115-121)

Page 115, No. 11 is changed to read as follows:

> LOW INCIDENCE EXCEPTIONALITY CONDITIONS.

Page 116, RECOMMENDATIONS REQUIRING LEGISLATION:

Recommendation No.2 change KRS 147.360 to KRS 157.360.

Recommendation No. 3 is changed to read as follows:

> LEGISLATION BE DEVELOPED TO ALLOCATE STATE FUNDS FOR USE BY LOCAL SCHOOL DISTRICTS TO CONTRACT FOR EDUCATIONAL SERVICES (ANCILLARY AND PROGRAMMATIC) FOR EXCEPTIONAL CHILDREN. FUNDS SHOULD BE PROVIDED FOR TRAINING OF PARAPROFESSIONALS TO BE UTILIZED IN THE CLASSROOM.

Page 117, change "OTHER RECOMMENDATIONS" to "NON-LEGISLATIVE RECOMMENDATIONS."

Page 117, No. 1, Delete "handicapped" and add "exceptional."

Page 118, No. 4 is changed to read as follows:

> REGIONAL CENTERS (STATIONARY OR MOBILE) FOR TESTING. EVALUATION, PROGRAMS AND SERVICES BE ESTABLISHED TO SERVE 20 TO 25,000 PUPIL POPULATION OR AS OPERATING IN A LIMITED TERRAIN.

Page 118, EDUCATIONAL PRIORITIES

No 1 is changed to read as follows:

> DEVELOP RECIPROCITY AGREEMENTS WITH NEIGHBORING STATE UNIVERSITIES FOR TRAINING OF EXCEPTIONAL TEACHERS AND OTHER PERSONNEL; PROVIDE MONETARY INCENTIVE FOR RECRUITING AND EMPLOYING CERTIFIED PERSONNEL; DEVELOP NEW PROGRAMS AND UPDATE EXISTING PROGRAMS AT KENTUCKY COLLEGES AND UNIVERSITIES IN TEACHER TRAINING AND CERTIFICATION PROGRAMS AND OFFER COURSES AT COMMUNITY COLLEGES AND BY EXTENSION TO PROVIDE OPPORTUNITIES FOR TEACHER CERTIFICATION IN ALL AREAS OF THE STATE.

Page 119, No. 5 add the following statement:

> SUPERVISION OF SPECIAL EDUCATION PROGRAMS IS THE RESPONSIBILITY OF PERSONNEL TRAINING IN THE AREA OF EXCEPTIONAL CHILDREN AND IS AN ADDED RESPONSIBILITY RATHER THAN A SEPARATE RESPONSIBILITY FOR THAT PERSON. SUPERVISORY UNITS MUST BE STAFFED BY PERSONS HOLDING A STATE CERTIFICATE AS A SUPERVISOR OF SPECIAL EDUCATION AS DEFINED IN STATE CERTIFICATION REQUIREMENTS.

FOUNDATION PROGRAM CLASSROOM UNITS MUST BE EARMARKED FOR SPECIAL EDUCATION SUPERVISORY PERSONNEL UNDER A SYSTEM SUCH AS BELOW:

No. of Foundation Program Classroom Units in a District for Exceptional Children	Special Education Supervisory Units to be Allocated
0 - 7.9	½
8 - 15.9	1
16 - 49.9	1
50 - 100	1

Page 120, before the RATIONALE, add the following:

GIFTED CHILD RECOMMENDATIONS

Kentucky should adopt the following measures to upgrade the educational development of its gifted/talented youth.

1. Teacher Certification - Kindergarten through Grade Twelve

   An endorsement to a teacher's elementary/secondary certificate should include course preparation in the following areas:

   - Survey of Exceptional Children
   - Introduction to the Gifted
   - Psychological Foundations of Giftedness
   - Creative Problem Solving
   - Practicum for the Gifted
   - Seminar in the Exceptional Child

2. Definition of Gifted/Talented -

   The 1972 Report to Congress defines gifted and talented sutdents as follows:

   > "Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those who have demonstrated achievement or potential ability in any of the following areas singly or in combination:
   >
   > 1. General intellectual ability.
   > 2. Specific academic aptitude.
   > 3. Creative or productive thinking.
   > 4. Leadership ability.
   > 5. Visual and performing arts.
   > 6. Psychomotor ability.
   >
   > It can be assumed that utilization of these criteria for the gifted will encompass a minimum of three to five percent of the population."

- Local school districts should be encouraged to develop multiple assessment techniques and to follow clearly established criteria for the identification and selection of gifted/talented students. The criteria for pupil selection may vary based on the type of program being implemented.

3. Program Models

Local school districts should have the option of determining the programs most appropriate for the population served. The options might include:

a. Itinerant teachers serving a number of schools within a district or among districts.

b. Resource room programs.

c. Separate classes.

d. Inter-district cooperation in the development of special programs.

e. Magnet schools based on acceleration in designated areas.

f. Independent study programs.

g. Advanced Placement programs.

4. Funding

Gifted education programs should be funded as any other exceptional pupil unit, and as a bonus unit.

5. Placement of the Gifted/Talented Office

The Division of Gifted/Talented should be placed within the Bureau of Exceptional Children.

Conclusion:

The Legislative Research Commission Report, No. 115, Gifted Child Education: Program Continuity Needed, clearly indicates both citizens and educators want special programs for the gifted. In addition, the State Council for Exceptional Children and the Kentucky Association of School Administrators are on record supporting gifted/talented education.

SUBCOMMITTEE ON STATUTE REVISION
(Pages 273-320)

Due to the length and nature of this report and its relation to other reports, the subcommittee will submit revisions at a later date.

SUBCOMMITTEE ON INSTRUCTIONAL PERSONNEL

MINORITY RECOMMENDATION

GUARANTEE TEACHER ASSOCIATIONS A VOICE IN DECISIONS CONCERNING THEIR PROFESSIONAL WORKING CONDITIONS AND INSTRUCTIONAL MATTERS.

Kentucky teachers have traditionally had little voice in deciding school matters which are often part of local politics. Professional negotiations would establish an organized method for making use of the expertise of our professional personnel and for avoiding massive teacher dissatisfaction.

Wayne Harvey
John Henrickson
H. C. Duncan
Ed O'Daniel

Governor's Task Force on Education
Subcommittee on Noncertified Personnel
Minority Report

The Subcommittee on Noncertified Personnel acted on August 23 to include Item 10 as part of our recommendations, on October 5 this item was deleted.

It is the opinion of the members of the subcommittee listed below that Item 10 remain a part of the report.

> "That all noncertified personnel groups have the right to determine for themselves if they want to bargain collectively.
>
> The hearings held around the state have brought to our attention the many problems encountered by noncertified personnel in school districts across the state and have indicated to us the positive possibilities of collective bargaining as the vehicle for resolution of these problems."

The conditions which we encountered in hearings conducted around the state have not changed; the need for resolution of these problems still exists.

(Signed) Ann B. Backert
Juanita B. Snedegar
Ora Hall
Mae W. Wallace

410

Minority Report on Recommendation 10

RECOMMENDATIONS

UPON THE REQUEST OF TEACHER ASSOCIATIONS, EACH BOARD SHALL ESTABLISH A COLLECTIVE BARGAINING PROCESS FOR TEACHERS IN THE PLANNING OF CURRICULUM, IN-SERVICE, CALENDAR, SALARIES, TEXTBOOK SELECTIONS, AND WORKING CONDITIONS.

Rationale

Many teachers attended the hearing by the subcommittee and their statements and their wishes regarding collective bargaining were ignored by a majority of the subcommittee.

The position adopted by the subcommittee is the same position that the Kentucky School Boards Association advocates.

This is a paradox and a travesty of the whole process because school boards instead of teachers are allowed to express teacher concerns.

Kentucky teachers are well able to speak for themselves.

Teachers no longer need or want school boards to speak for teachers as was done in the past.

Teachers in attendance at this conference found it strange to say the least that a subcommittee appointed to deal with teacher concerns was composed of a minority of teachers. This was in contrast to other special interest subcommittees--for example: subcommittee on administrators concerns was composed of a vast majority of administrators. Also the subcommittee on nonpublic schools was composed of a majority of nonpublic school persons. These are just two examples.

As members of the Kentucky Education Association, we can say with the utmost authority that the more than 27,000 teachers we represent have clearly and firmly told us through their elected KEA representatives that they want legislation guaranteeing them collective bargaining rights. In many instances teachers have said this is their number one concern.

Doris Morton
Doris Morton

Jean S. Harney
Jean Harney

Shelby Pennington
Shelby Pennington

GOVERNOR'S TASK FORCE ON EDUCATION

Don W. Stephens, Executive Director

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Dr. Dick Robinson

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Dr. Mary N. Smith

Lt. Governor Thelma Stovall

Senator Eugene Stuart

Mr. William B. Sturgill

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Mr. R. W. Wilkins

Mr. Aubrey Williams

Dr. Fred Williams

Mrs. Peggy Kincheloe Wilson